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ABSTRACT

The present study of faculty members in all Minnesota's recognized colleges was designed to find out who these persons were, why they had chosen this career, to what kinds of activities they were devoting their time, and how they now regarded their roles as academic men and women. Findings are compared with a similar study made in 1956, providing the only evidence on a state-wide basis of changes in the character of faculties during these years. (Author)

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college faculty

view themselves and their jobs

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Cecilia Wirth assisted in the coding and analysis of the data, Jo Zimmar supervised typing of the manuscript, and Dr. Douglas Anderson planned the computer runs.

The study would not, of course, have been possible without the generous cooperation of deans and faculty members in the forty-three recognized Minnesota institutions of higher education listed below. Whatever merit the study may have is due in large measure to their prompt and thoughtful participation in this inquiry.

Private Liberal Arts Colleges:

- Augsburg
- Bethel
- Carleton
- Concordia (St. Paul)
- Concordia (Moorhead)
- Gustavus Adolphus
- Hamline
- Macalester
- St. Benedict's
- St. Catherine's
- St. John's
- St. Mary's
- St. Scholastica
- St. Theresa
- St. Thomas
- St. Olaf

State Colleges:

- Bemidji
- Mankato
- Moorhead
- St. Cloud
- Winona
- Southwest

Junior Colleges:

- Anoka-Ramsey
- Austin
- Brainerd
- Fergus Falls
- Hibbing
- Itasca
- Mesabi
- Lakewood
- Metropolitan
- North Hennepin
- Northland
- Rainey River
- Rochester
- Vermillion
- Willmar
- Worthington

Private Junior Colleges:

- Bethany
- Corbett
- St. Mary's
- Dr. Martin Luther

University of Minnesota:

- Crookston
- Duluth
- Morris
- Minneapolis
- St. Paul

chapter 1

PLAN OF THE STUDY

Burgeoning college enrollments of the 1950's and the concurrent need for new faculty generated several studies to gain information about who served on college faculties, how these persons regarded their jobs, and how new faculty could be recruited. Although members of college and University staffs had studied personnel in many other occupations, they had seldom turned the spotlight of research on the academic community itself.

In 1956 the University of Minnesota conducted a questionnaire and interview study of college teachers in the state's 33 accredited institutions of higher education. This study of career preparations, patterns, and satisfactions, reported in a USOE monograph,[1] stimulated similar analyses of faculty characteristics in other parts of the country.

The problem of skyrocketing enrollments remains, but to it have been added the need to develop a wider range of programs and the facilities to house them, steadily increasing pressures for research, and unprecedented demands for faculty consultative and other off-campus services. These dramatic developments led to a second Minnesota statewide study, begun in 1968. This largely replicated the earlier study, with some additional questions included to probe the extent and nature of faculty members' research, publications, and consultative activities, and their attitudes toward collective bargaining.

Participants in the Study

Included in the 1968 study were faculty members in Minnesota's 43 recognized private and public colleges, with this gain largely due to multiplying junior colleges. In each institution offering baccalaureate degrees a 20 percent random stratified sample was taken of faculty members classified by academic rank, to assure proportionate representation of junior and senior staff. Since the junior colleges are relatively small, all faculty members were invited to participate. Preliminary letters were sent to the college presidents and deans, explaining the purpose of the study and seeking their help in enlisting faculty participation. Four-page printed questionnaires followed in Spring 1968, along with a letter to the 1678 faculty members

[1] Eckert, Ruth and John Stecklein, Job Motivations and Satisfactions of College Teachers, U.S. Office of Education, 1961. Titles are given in this monograph of nine published articles treating special aspects of this study.

who comprised the working sample. Respondents did not sign their names, but a code number on each blank permitted two follow-ups of non-respondents. It also provided information on academic rank, type of college, and the particular institution involved. The distribution of respondents is shown in Table 1.

At the time of the study, two-fifths (43 percent) of all Minnesota higher education faculty were on the University of Minnesota staff. A fourth (26 percent) were in liberal arts colleges, a fifth (20 percent) in state colleges, and 9 and 2 percents respectively in public and private junior colleges. The 1035 men and 348 women who returned the completed questionnaire represented 82 percent of the sample (and 28 percent of all Minnesota higher education faculty members). Though this return was not as high as in the prior study (94 percent), due chiefly to a late spring mailing, statistical tests showed that the respondents were representative of the total sample with respect to rank and type of college, the only two points checked.

Table 1: Respondents Classified by Rank and Type of College

	Percentage of Faculty Members					
Rank	All Four-year Colleges N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Professor	21.9%	24.8%	20.5%	17.1%	0	0
Assoc. Professor	18.4	22.4	16.3	12.2	0	0
Asst. Professor	26.7	27.6	27.4	23.9	0	0
Instructor	25.9	20.2	19.1	46.8	100*	100*
Research Associate	.9	1.3	1.1	0	0	0
Lecturer	1.8	3.7	0	0	0	0
Other	4.4	0	15.6*	0	0	0
	100	100	100	100	100	100

*Institutions without faculty rank

As might be expected, there is a notable difference in the rank distribution for the four-year and junior college groups since "Instructor" is the only rank used in the latter institutions. And within the four-year college group, the state colleges diverged strikingly from the others, with almost half their staff classified as instructors. Since 1956, the percentage of full professors in four-year institutions had declined by 7 percent.

Procedures and Organization of the Report

Data from the questionnaires, which included some free-response items, were coded and entered on IBM cards and the punching verified. Major tabulations reported in the present monograph involve the various types of Minnesota institutions, but other illuminating analyses are described in the concluding section.[2] Simple descriptive statistics were used, including measures of central tendency and tests of the significance of percentage differences. Unless the latter met at least the five percent (.05) level of significance, no reference will be made to them in the text.

Information gained regarding personal backgrounds and job motivations is presented first, followed by chapters sketching these faculty members' preparation for an academic career, their present responsibilities and achievements, and their appraisals of faculty service.

Prime attention will be given to the response of faculty members in baccalaureate and advanced programs (referred to as "four-year" faculty), with significant differences in response patterns of those teaching in private liberal arts colleges, the state colleges, and the University of Minnesota cited in the text. Similarly, when junior college respondents deviated significantly from those in four-year institutions, this fact will also be noted.

The final chapter of this section summarizes the principal findings, draws some conclusions, and suggests implications for action and further research. In the third section brief sketches are given of the characteristics of particular types of faculty members, such as women faculty, young and older faculty, and those heavily engaged in research and writing.

[2] For a more detailed analysis of University of Minnesota faculty, see Ruth E. Eckert, Howard Y. Williams and Douglas H. Anderson, The University of Minnesota Faculty: Who Serves and Why, University of Minnesota, 1971.

chapter 2

BACKGROUNDS AND CAREER DECISIONS OF MINNESOTA COLLEGE FACULTY

Family traditions, schooling, and prior work experiences had undoubtedly helped to shape these college teachers' career decisions and their attitudes toward academic life. "Census" facts outlined in the earlier sections of this chapter therefore provide a useful backdrop for examining these individuals' reasons for choosing college careers and for interpreting their current attitudes toward this profession. The latter part of the present chapter probes these individuals' first serious thoughts about this field, their perceptions as undergraduates of career possibilities in this field, what other occupational goals they had considered, and what factors had apparently influenced their decision.

Sex, Age, and Marital Status

Approximately three-fourths (76 percent) of the respondents in four-year institutions were men, with the proportion varying from 71 percent in the private liberal arts colleges to 82 percent at the University of Minnesota. Men constituted 74 percent of the public and 58 percent of the private junior college samples. The representation of females on Minnesota junior and four-year college staffs had decreased 5 percent since 1956.

The median age for faculty serving in four-year institutions was 42 years, or two years younger than in 1956. The current figure here is almost exactly the same as the recently reported national average. About a fourth of this group were under 35 years of age and another fourth 50 years or older. Liberal arts colleges tended to have the oldest faculty, with almost a third 50 years or older. For the public junior college group the median was 41 (43 in the private junior colleges), or four years younger than in the earlier study. Median faculty age appears to be inversely related to the rate at which colleges are expanding, with public junior college faculty being the youngest and liberal arts college faculty being the oldest.

Approximately a third (32 percent) of the four-year college sample had been born in Minnesota and 37 percent in the North Central States. Nine percent had come from foreign countries. As might have been expected, the proportion of native Minnesotans was highest (56 percent) among public junior college faculty members and lowest (25 percent) for those at the University.

Three-fourths (75 percent) of the respondents were currently married and another 4 percent widowed, divorced, or separated. Most (70 percent) of the married persons had at least one child, with the number ranging as high as eight. The average faculty family included two children. The proportion of married faculty members had increased 15 percent during the twelve-year period, likely reflecting trends toward earlier marriage, increased financial status, and fewer affiliations with religious orders.

Educational and Occupational Background of Family

Approximately a third of these faculty members' fathers and mothers had taken some college work, as contrasted with only 18 percent in 1956. Twelve percent in each group had concluded their formal education with a bachelor's degree and an additional 12 percent of the fathers and three percent of the mothers had earned some type of professional or graduate degree. In contrast, 30 percent of the parents had not gone beyond the elementary school. This latter figure was somewhat higher (36 percent) for the junior college groups. Some college work had been completed by 10 percent more of the parents of University and liberal arts faculty than of those with junior or state college affiliations.

The largest proportion (29 percent) of the four-year group stated that their fathers had been farmers or skilled tradesmen. Managerial or business occupations and the professions (exclusive of teaching) were named next most frequently, by 20 and 11 percents respectively. Nine percent reported that their fathers had been teachers. The remaining ones had been employed as unskilled or semi-skilled laborers or as office clerks or sales people. Most respondents (60 percent) reported that their mothers had not worked outside the home. Teaching and clerical and sales were cited as the mothers' occupation by 13 and 6 percents respectively. These figures were not significantly different from those in 1956.

Junior college faculty members tended to come from homes that ranked relatively low in socio-economic status, with almost half the junior college faculty fathers reported as unskilled, semi-skilled, or skilled labor or farmers, compared with only a third of four-year college faculty fathers. However, a greater proportion of junior college faculty fathers were in the managerial or business group and fewer in the skilled trades and farming than had been the case in 1956.

Career Goals Anticipated During College Years

These faculty members had apparently decided to join a college or University staff relatively late in their formal schooling. Only seven percent of

those now serving in four-year colleges said that they had seriously considered such a career prior to entering college, with five percent recalling this as a definite career goal at that time (see Table 2). A third had given some thought to this possibility during their undergraduate college days, but only 20 percent had actually decided by the time they graduated. By the time they received their highest degree, nine-tenths (88 percent) had considered college service as a career and 59 percent had actually chosen it. Although the 1968 sample had considered college careers somewhat later than the 1956 sample, the median time of decision-making came slightly earlier.

Table 2: RECALLED VOCATIONAL GOALS AT THREE POINTS IN COLLEGE AND GRADUATE STUDY
(Four-Year College Faculty Only)

Vocational Field	At Time of College Entrance N=923	Upon Receipt of Bachelor's Degree N=923	Upon Receipt of Highest Degree N=923
Teaching: Elem., & Sec.	27.6%	32.2%	14.9%
College teaching	5.2	20.5	58.7
Physical & Biological Sci.	19.2	12.1	5.2
Health Sciences	8.1	5.5	3.4
Other professions	4.9	2.2	1.1
Religious	4.2	3.1	.3
Business	4.8	3.5	.5
Social Sci. and services	2.2	4.8	4.3
Other: music, art, govt., theater	15.9	9.9	4.0
No response	8.0	6.3	7.6
Total	100	100	100

More junior and state college faculty members than those currently teaching in liberal arts colleges or the University said that they had intended, at college entrance, to become elementary or secondary teachers. This difference also held when they received their bachelor's and highest degrees.

Influential Factors in Career Decision

How did these persons become interested in academic careers? What were the primary factors which influenced this choice? Obviously, many special interests and circumstances helped to shape such a decision, and it is difficult for an individual to single out, retrospectively, the more influential ones. Nevertheless some insight was gained into these motivating factors by asking respondents to check, from a list of twenty personal and situational factors, those which they felt had influenced their thinking and then to identify the chief factor involved.

Special circumstances and opportunities had evidently played a significant role in recruiting these people to academic careers. For example, nearly one out of every three respondents said that the offer of an unsought college teaching job had influenced their decision. This was particularly the case in private liberal arts and junior colleges. Another third said that scholarship or fellowship offers had helped to orient them toward college teaching, with this a more significant factor for University faculty than for those in other four-year institutions. About a fourth noted that some college teacher had helped to recruit them, while a fifth attributed such encouragement to a college administrator or counselor. About a third of all responses given were of these types, suggesting that situational factors had significantly influenced their choice of a college career. Compared with 1956, the offer of an unsolicited job and G.I. benefits were slightly less important.

As important as the above circumstantial factors were, characteristics of the job itself played a more decisive role in decision-making, at least as viewed retrospectively. Thus half of the respondents checked "liked working conditions" and "intellectual challenge" and a third such factors as "was so interested in subject I wanted to continue its study," "desired to work with college age youth," "felt I could contribute more to my field by college teaching," and "could make greatest contribution to society in this area."

A significantly larger proportion of the junior college faculty (64 vs. 37 percent) checked "desired to work with college age students" than was true for the four-year college staff members. In contrast, nearly twice as large a proportion of the latter (27 vs. 14 percent) indicated that the offer of a graduate fellowship had influenced their choice, and almost four times as many (30 vs. 8 percent) specified research opportunities as an important consideration. Such research interest was largely centered at the University of Minnesota (45 percent compared with 15 percent for the other four-year institutions).

Asked to identify the most influential factor, faculty members gave a wide variety of explanations. The most frequent response (13 percent) was that "a college teaching job was offered although I had not sought one." The two

next ranking answers were "so interested in the subject I wanted to continue its study" and "could make my greatest contribution to society in this area." Junior college faculty more often cited their interest in college age students and liking for collegiate working conditions and put less stress on interest in their discipline.

Comparing these responses with those made by faculty members twelve years earlier, some significant changes appear in the factors influencing the choice of an academic career. These present faculty had apparently been given more encouragement by college teachers and administrators to enter the field and were also more attracted by the social significance of the task and improved working conditions. Specific interests in students or particular subject fields seem to have played a somewhat lesser role in shaping career decisions of current faculty members.

Table 3: FACTORS INFLUENCING CHOICE OF A COLLEGE TEACHING CAREER

	Percent of Faculty					
Factors	Four Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Situational						
High school staff member suggested it	2.7%	2.2%	4.2%	1.9%	4.0%	2.3%
College teacher recommended it	25.2	22.4	30.4	24.9	20.8	12.8
College administrator or counselor encouraged me	19.6	14.1	27.0	22.4	18.1	22.0
Parents, relatives, or friends favored it	8.9	9.2	8.7	8.3	9.1	11.6
Graduate fellowship or assistantship	27.6	32.8	18.2	28.3	14.1	7.0
College teaching job offered although I hadn't sought one	33.8	25.7	44.5	38.0	36.5	71.9
G.I. Benefits aid to advanced work	11.7	11.0	7.6	18.5	9.3	0
Armed forces training led me into field	1.0	1.3	.8	.5	1.3	0
Husband (wife) was, or planned to be a college teacher	1.8	.9	1.5	4.4	2.1	4.6
Just "drifted" into college teaching	8.6	7.9	9.5	8.8	12.5	4.6
Total*	140.9	127.5	152.4	156.0	127.8	136.8
Personal Interests or Concerns						
So interested in subject I wanted to continue its study	32.4	34.3	33.5	26.8	22.7	15.1
Desired to work with college age students	36.8	29.0	43.0	46.3	64.0	42.9
Wanted a job with security and prestige	12.1	11.2	11.0	15.6	13.9	10.4
Felt I could contribute more to field by college teaching	33.8	31.9	34.6	37.1	36.5	46.4
Wanted to pursue research activities in my field	30.2	45.7	16.0	14.1	7.5	7.0
Make greatest contribution to society in this area	34.1	33.0	38.8	30.7	30.1	33.6
Liked working conditions	51.4	53.9	44.1	55.6	62.7	25.5
Wanted to be a part of the college academic and social life	30.6	30.1	28.9	34.1	28.0	18.6
Desired to emulate a certain college professor	12.8	11.2	17.1	10.7	8.8	3.5
More of an intellectual challenge	43.3	46.8	38.9	41.5	45.1	37.1
Other	10.6	9.7	15.2	10.2	10.1	15.1
Total*	328.1	426.8	321.0	322.7	409.4	255.2

*The amount that a total exceeds 100 percent indicates the extent to which more than one response was checked.

Summary

The typical Minnesota faculty member is a forty-two year old male, usually born in the North Central states, married, and having two children. Most often he came from a family where the father was a skilled tradesman, farmer, manager, or in business for himself and the mother a housewife. He had usually not considered a college career until he was in graduate school and had not definitely chosen it until he had earned his highest degree.

Such characteristics of faculty service as working conditions, contacts with college youth, and interest in a particular subject area were recalled as the greatest attractions of this career. A number of respondents cited such situational factors as an unsought college position and the availability of scholarships and fellowships as major inducements to enter the field.

chapter 3

PREPARATION FOR A CAREER

Minnesota faculty members came from a wide variety of educational backgrounds and work experiences. Also markedly different were the ways in which they had supported themselves during their undergraduate and graduate years and the type and extent of preparation secured for academic service.

Honors Received at the Baccalaureate Level

That many faculty members had achieved distinction in their undergraduate studies is seen in the number of honors received. Almost half (47 percent) of the four-year and a third (33 percent) of the junior college faculty had received some type of honor or special academic recognition. Almost a fifth of those receiving honors reported two or more awards. These patterns were much the same as in 1956, except that fewer of the present junior college faculty had received such recognition.

Level of Academic Preparation

Approximately half (48 percent) of the teachers in four-year colleges held doctorates, with the proportions ranging from 36 percent in the state colleges and 40 in the private liberal arts colleges to 59 percent for the University of Minnesota. The same percentages for the three latter groups in 1956 were 46, 32, and 55 respectively. The eleven percent decrease in doctorates at state colleges reflects the enormous growth of those institutions, evidenced by the fact that nearly half of the staff is at the instructor level. A fifth of the four-year college sample reported a master's or second level professional degree as the highest degree and another fifth some graduate study beyond this level. The bachelor's degree alone was held by about one person in thirteen (8 percent), chiefly persons working in such fields as art, music, and drama, where other types of preparation are usually required. Although only two percent of the junior college staff members held doctorates, a considerable proportion (34 percent) were currently taking graduate work beyond the master's degree, with half of these programs pointed toward doctorates. The distribution based on highest earned degree is given in Table 4.

Table 4: HIGHEST EARNED DEGREE

Degree*	Percent of Faculty					
	Four-Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Bachelor's degree	2.3%	3.5%	1.5%	.5%	2.1%	8.1%
Bachelor's degree plus	5.8	4.8	8.0	5.4	14.1	24.4
Bachelor's degree or first level professional degree	3.0	5.9	.4	0	.3	2.3
Master's or second level professional degree	19.0	14.6	24.0	22.4	47.0	40.9
Master's degree plus	20.3	11.2	24.0	35.6	34.1	22.0
Doctorate	48.6	59.2	40.2	35.6	1.9	2.3
No degree	.4	.4	.8	0	.5	0
No response	.6	.4	1.1	.5	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0

*Degree classification is that used by the U.S. Office of Education

Source of Degree

Private and public institutions had contributed unequally to the undergraduate preparation of faculty members in the four-year colleges, with 40 percent reporting that they had taken their baccalaureate studies in private colleges (a 7 percent decline since 1956) and 53 percent in public higher institutions in this country. Another five percent had earned their initial degree in foreign schools, with no information available for the few remaining persons. The public junior college faculty was even more largely a product of public higher education (71 percent had received their first degree from public institutions, as contrasted with 61 percent in 1956). In contrast, two-thirds (69 percent – the same as 1956) of the private liberal arts and five-sixths (86 percent) of private junior college faculties had earned their first degree in private institutions.

About two-fifths (41 percent) of these four-year college faculty members had received their bachelor's degrees from Minnesota colleges; another third had graduated from institutions in other North Central States. A fifth of the group had obtained bachelor's degrees from schools located in states outside

the north-central region and, as mentioned above, five percent had attended foreign institutions. Significantly fewer (9 percent) of the junior college teachers had received their first degrees from institutions outside the north-central area.

The proportions of Minnesota-trained people declined slightly at the master's and doctoral levels. Thus a third (38 percent) of these Minnesota faculty members had earned their highest degree within the state, and another 35 percent from institutions in other north-central states. The geographical origins of bachelor's and highest degrees had not changed appreciably since 1956.

Major Fields of Study

Among undergraduate majors, the physical and biological sciences and the humanities were the most popular fields. Teacher and other forms of professional education drew more master's than baccalaureate candidates, whereas there was some decline in humanities, social science, and especially physical and biological science majors at this level.

At the Ph.D. level a third (35 percent) had majored in the physical or biological sciences, between 9 and 15 percent higher than the proportion at the bachelor's or master's degree levels respectively. The proportion (20 percent) of social science majors among doctoral recipients had also increased over the master's level (by 5 percent), but not over the proportion at the bachelor's. Proportions majoring in the other fields at the Ph.D. level were similar to those at the master's level, except for the humanities, which showed an 8 percent decrease. At all degree levels, more University faculty majored in physical and biological sciences and vocational-professional areas than in other fields. Liberal arts faculty were more often drawn to humanities, philosophy, and religion, whereas larger proportions of state college faculty had specialized in education. Junior college faculty had often majored in humanities and education.

Since 1956, there has been a relative decline in the proportion of graduate students in the humanities and an increase in those in the social sciences. Rather surprisingly, there was no proportional increase in physical and biological science degrees during this twelve-year period, even though this is where fellowship monies and special grants have been most generous.

Sources of Financial Support

These future college teachers had financed their education in a variety of ways, as Table 5 indicates. In addition to specifying all means of support used during their undergraduate and graduate years, respondents were asked to identify their chief support at each level.

Two-thirds (66 percent) of these faculty members had apparently received some financial assistance from their parents during undergraduate years. Approximately two-fifths (41 percent) had held off-campus jobs, and a third (34 percent) had worked on the campus. A third – a figure that increased to 46 percent for the state college faculties – had drawn on personal savings during their baccalaureate study. When asked about the major source of support during undergraduate days, two-fifths (37 percent) indicated parental financial assistance. No significant differences emerged between junior and four-year college faculty, except that the latter reported double the percentage of undergraduate scholarships and fellowships (27 vs. 14 percent).

Table 5: SOURCES OF FINANCIAL SUPPORT DURING UNDERGRADUATE AND GRADUATE STUDY

	Percent Benefiting from Such Support					
Source of Support	Four Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Undergraduate						
Parents or in-laws	65.7%	64.8%	69.6%	62.9%	60.8%	62.6%
Personal savings	37.1	35.2	33.5	46.3	44.5	45.2
Borrowed	15.5	15.6	11.8	20.0	20.0	12.8
G.I. benefits	17.2	16.5	13.7	23.4	23.5	7.0
Spouse's earnings	6.3	6.6	3.4	9.3	9.9	1.2
Scholarship, fellowship	27.1	28.8	29.7	20.0	14.4	23.2
Assistantship	4.9	4.4	5.3	5.4	4.0	0
Staff position	2.1	2.0	3.0	1.0	1.9	1.2
Other campus job	33.9	34.5	33.8	32.7	28.5	19.7
Off-campus job	40.7	44.2	32.7	43.4	44.8	41.8
Other	6.4	4.4	11.8	3.9	4.5	9.3
Total*	256.9	257.0	248.3	298.3	256.8	224.0
Graduate						
Parents or in-laws	14.9	18.2	13.3	9.8	13.6	11.6
Personal savings	40.1	33.4	38.0	57.6	54.7	38.3
Borrowed	15.1	14.1	11.4	21.9	15.7	7.0
G.I. benefits	21.3	20.4	16.7	29.3	22.9	1.2
Spouse's earnings	21.4	19.8	18.2	29.3	15.5	2.3
Scholarship, fellowship	38.9	46.4	38.8	22.4	21.9	37.1
Assistantship	43.3	48.4	33.1	45.4	21.1	4.6
Staff position	27.8	37.4	18.6	18.5	8.0	4.6
Other campus job	10.2	12.1	8.7	7.8	9.6	0
Off-campus job	20.4	20.7	24.0	15.1	24.8	13.9
Other	10.6	5.1	19.0	12.2	5.9	26.7
Total*	264.0	276.0	239.8	269.3	213.7	147.3

*The amount that a total exceeds 100 percent indicates the extent to which more than one response was checked.

During graduate study, the most frequently cited means of support were an assistantship, mentioned by 43 percent, and "personal savings" and "scholarships or fellowships" (40 and 39 percents respectively). A fourth (27 percent) cited a "staff position" and about a fifth "G.I. benefits," "spouse's

earnings," or "other campus jobs." State college faculty had used personal savings, borrowed funds, and G.I. benefits more often and scholarships and fellowships less often than other four-year faculty groups. When asked about the single major source of support during graduate study, 17 percent noted assistantships and 15 percent scholarships and fellowships.

In the financing of graduate study, teachers in four-year colleges relied far more on scholarships and fellowships than did those in public junior colleges (39 and 22 percents respectively). Assistantships and staff positions were also mentioned by a larger percentage of four-year than two-year faculty (43 vs. 21 percent and 27 vs. 8 percent, respectively). Private junior college faculty reported many more scholarships and fellowships than their public counterparts – but considerably fewer assistantships.

Patterns of support for baccalaureate and advanced study changed significantly between 1956 and 1968, with more scholarships, fellowships, and assistantships (particularly at the graduate level) reported by current college faculty. For example, the proportion of four-year faculty who had received graduate scholarships and fellowships rose from 25 to 39 percent and assistantships from 34 to 43 percent in this twelve-year period.

Work Experiences Prior to Present Job

Three-fifths (58 percent) of the four-year faculty members had had other full-time collegiate teaching experiences before joining their present institutions. A third (37 percent) had at some time taught in elementary or secondary schools and a third (36 percent) had been employed full time in non-academic occupations. Almost two-thirds (63 percent) of state college faculty had served on public school staffs and only 13 percent came to their present positions without previous teaching experience. The comparable figures for University faculty were 23 and 26 percents respectively. The typical faculty member had taught in colleges or universities for 8.7 years, including six in his present institution.

Of the junior college faculty, three-fourths (77 percent) had taught prior to joining their present institution, with 70 percent reporting some elementary or secondary school experience. The typical public junior college faculty member had spent only 4.9 years of teaching in higher education, with 3.9 years in his present institution. The comparable figures for private junior colleges were 6.0 and 5.9.

Compared with their 1956 colleagues, present faculty members had spent a year less both in college teaching and at their current institutions. Five percent fewer of the four-year college faculty members had taught in elementary or secondary schools, whereas junior college faculty continued to come from this source in the same high proportion.

Summary

Almost half of the four-year faculty members had earned doctorates, usually awarded by a north-central institution. The largest percentage of advanced degrees were in the physical and biological sciences, followed by the social sciences, education, and the humanities. In financing their undergraduate studies, these prospective faculty members had depended largely on parental assistance, often supplemented with income from part-time jobs. As graduate students, their chief income was from scholarships, fellowships, or assistantships. Three-fifths of the faculty members had had some teaching experience in other collegiate institutions.

In general, several changes since the 1956 study are evident in preparation for a college faculty career. Fewer current junior college teachers have been pursuing studies beyond the master's degree, which likely reflects the great expansion recently in staffs for these institutions. A larger percentage of all faculty members had taken their degrees at public rather than private institutions than was the case in 1956. At all degree levels the proportions specializing in the humanities declined whereas social science majors increased.

Since 1956, the proportion of students receiving scholarships, fellowships, and assistantships had increased markedly. Perhaps this availability of funds is one reason that a smaller proportion of faculty reported having elementary or secondary school teaching experience.

chapter 4

PRESENT POSITION

Reasons why faculty selected their present institution and the extent and nature of their professional activities were probed, as they had been in the earlier study. Points investigated included reasons for selecting their present college and the time spent at various academic tasks, as well as some new questions regarding amount of research and publications, grants received, consultant activities, and attendance at professional meetings.

Reasons for Choosing Present Type of Institution

Asked why they affiliated with their present institution, the free-response replies were of two kinds – those which stressed institutional characteristics and those which described the nature of their own job (Table 6). Responses connected with the type of institution totaled 62 percent, whereas job-related responses totaled 47 percent.

Among the one or more reasons given for choosing the particular type of institution, the freedom and independence offered (17 percent) was most frequently cited. Next were the faculty members' agreement with the aims or philosophy of the institution (10 percent) and its reputed quality or excellence (9 percent). Religious reasons and assignment by superiors had declined since 1956 (16 to 7 percent) whereas concern for freedom and independence had increased (4 to 17 percent).

Although faculty in public and private four-year colleges often chose these institutions for similar reasons, some interesting differences also emerged. Private liberal arts faculty members gave more stress to religious or philosophical reasons, such as "I have personal convictions about Christian higher education and its importance" and "I endorse education in the context of religious commitment." Other faculty in these colleges valued an atmosphere which was less research-oriented (i.e., "less pressure for immediate research results," "freedom from 'publish-or-perish' rat race," and "avoid the 'publish-or-perish' syndrome").

State college faculty spoke less often than other staffs of the quality of students as an attraction, but said that they liked to serve in a place that is open, progressive, and associated with teacher education ("I applaud the progressive attitudes of faculty," "I like the academic freedom (No dictation on teaching practices)," "I like the teacher-training emphasis," "an excellent student-teaching program," "I'm a 'public school' man").

University staff spoke more often of the freedom and independence which their institution permitted ("I can engage in a fairly wide range of activities without being 'bugged' all the time," "The University gives freedom to define one's role," "It provides a free environment").

Public junior college faculty liked the age and type of students with whom they associated (16 percent), the freedom and independence they enjoyed (14 percent), and work suited to their training and experience (13 percent). Typical of comments by public junior college staff were "I'm smitten with the open-door policy," "There's no entrenched academic hierarchy," "J.C.'s are on the move – not held back by tradition," and "It's a new type of school which welcomes the challenge of experimentation."

In contrast, many private junior college faculty chose their present institutions for religious reasons (30 percent) or because they were assigned there by religious superiors (16 percent).

Table 6: REASONS GIVEN BY FACULTY MEMBERS FOR SELECTING CURRENT TYPE OF INSTITUTION

	Percent of Faculty					
Reasons related to type of institution	Four Year Institutions N 923	Univ. of Minn. N 455	Lib. Arts Colleges N 263	State Colleges N 205	Public Junior Colleges N 375	Private Junior Colleges N 86
Religious reasons	3.9%	0%	13.7%	0%	6%	30.2%
Assigned by superiors	3.2	0	11.4	0	0	16.2
Background and experience	5.5	2.4	9.1	7.8	13.1	10.4
Liked type of school	10.3	6.8	16.3	10.2	7.5	12.8
Contact with students	2.9	2.2	4.6	2.4	2.1	2.3
Age and type of students	5.0	4.6	7.6	2.4	15.7	4.6
Type of associates	5.7	5.9	5.7	5.4	1.3	1.2
Freedom and independence	16.5	24.2	10.6	11.7	13.9	8.1
Quality or excellence	8.8	11.4	8.7	2.9	1.6	1.2
Reasons pertaining to job itself	46.6	47.3	40.3	53.2	29.3	26.7
Total*	108.4	104.8	128.0	96.0	84.5	113.7

*The amount that the total exceeds 100 percent indicates the extent to which more than one response was checked.

Distribution of Time Among Professional Activities

Wide individual and institutional differences emerged when these faculty members specified how much time they invested in different types of professional functions. The median percentages spent on each of these functions are shown in Table 7, while a later table will identify those functions to which faculty would like to allocate more or less time.

In the private liberal arts and state colleges, three-fourths of faculty time was apparently devoted to teaching and other instructional tasks, whereas University faculty devoted slightly more than half of their time to teaching.

Such institutional activities claimed five-sixths of faculty members' time in public junior colleges. Counseling and other student services also took substantial time, as did committee and administrative duties.

In the pressure of doing these things, research and scholarly writing seem to have suffered most. About a third (36 percent) of the faculty in four-year colleges, two-thirds (65 percent) in private junior colleges, and more than three-fourths (77 percent) in public junior colleges said that they gave no time to research. As might be expected, this figure varied considerably among four-year institutions – 21 percent for the University staff, 45 percent for liberal arts colleges, and 60 percent for the state colleges. The median percent of time spent in research by four-year staff had doubled since 1956 (10 vs. 4 percent).

Compared with correlate figures for 1956, the four-year college faculty is spending less time now (by 10 percent) in teaching and somewhat more time (6 percent) in research. The public junior college faculty currently spend more time in teaching and less in counseling and service to student groups – probably because there are now more full-time counselors on these faculties.

Table 7. ESTIMATED TIME SPENT ON VARIOUS PROFESSIONAL FUNCTIONS

	Median Percent of Time Spent by Faculty					
Function	Four Year Institutions N=923	Univ. of Minn. N=455	Lib. Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Teaching activities	64.9%	51.3%	73.5%	78.7%	85.1%	68.1%
Counseling	9.6	8.4	12.3	9.5	9.9	10.8
Services to student groups	0	0	0	0	0	2.0
Research and scholarly writing	10.4	23.2	4.0	0	0	0
Committee and administrative duties	11.0	12.2	5.5	9.0	3.6	15.3
Off-campus services	4.1	4.9	4.7	2.7	1.4	3.8

Research and Publication

About a third of the four-year faculty had received some outside research support in the past five years. This varied from 11 percent of the state college faculty to 50 percent for the University staff. The number of grants also differed considerably, with the University faculty reporting 439 grants or .96 grants per respondent, as compared with .36 for private liberal arts faculty and .13 for the state college faculty. Although the University expectedly led when all categories were combined (government, private foundations, and business), the private liberal arts colleges had received more private foundation grants on this per capita basis.

The proportion of faculty members who had published articles or books (Table 8) likewise varied widely by type of institution. Whereas two-thirds (65 percent) of University faculty reported at least one journal article during the past five years, only a third (34 percent) of liberal arts college faculty did so. The figures for the state college and junior college faculties (private and public) were still lower (24, 23, and 12 percents respectively). At the University, 18 percent of the faculty had published eight or more articles during this period – a record achieved by only an occasional faculty member in the other types of colleges. Of those faculty reporting publications, the median number of articles published by University faculty was 4.9, as compared with 1.8 for the liberal colleges, 1.3 for the state colleges and none for the public and private junior colleges. Similar differences were found with respect to other types of publication.[1]

Rather disquieting, too, was the fact that less than one in five faculty members reported having developed study guides or teaching materials during the past five years. One might suppose that this reflects a lack of preparation in teaching techniques but, rather ironically, the institutions where most faculty had been certified for elementary or secondary teaching apparently produced the fewest instructional materials. However, the number of faculty producing these materials was related to the general level of publication in the institution. If the preparation of course syllabi and the like is important, institutions must find additional ways of encouraging, supporting, and rewarding such activity.

Table 8. PERCENTAGE OF RESPONDENTS REPORTING ONE OR MORE PUBLICATIONS IN THE PAST FIVE YEARS

	Four Year Institutions	Percent of Faculty			Public Junior Colleges	Private Junior Colleges
Types of Publications	N=923	Univ. of Minn. N=455	Lib. Arts Colleges N=263	State Colleges N=205	N=375	N=86
Books and monographs	13.3%	16.7%	11.5%	7.9%	3.3%	4.6%
Chapters in books	13.5	21.1	8.4	2.9	3.8	1.2
Journal articles	46.9	64.8	33.5	24.4	12.0	23.2
Unpublished papers	35.8	44.6	30.8	22.5	9.0	32.5
Study guides or teaching materials	17.9	19.4	16.7	16.0	13.9	18.5

Consultative and Other Off-Campus Activities

At a time when faculty expertise is sought on many off-campus problems, it was interesting to note that half of the University faculty had engaged in off-campus consultative activities during the past year and that such help had also been rendered by goodly numbers of those in other institutions. Thus two-fifths of the state and liberal arts and a fifth of junior college faculty

[1] Since these questions were not asked in 1956, no comparative data are available.

(Table 9) reported such services. State and liberal arts college faculty tended to consult on elementary and secondary school problems, in contrast to University faculty, whose major preoccupation seemed to be with government problems at the local, state, and federal levels and with business and industrial questions.

Attendance at regional or national professional meetings also varied considerably by type of college. The typical junior college teacher had attended one (.9) such meeting per year, and four-year college teachers two (1.7), although 15 percent went to four or more. In addition, a third of four-year college faculty members had engaged in professional study or travel outside the U.S. in the past five years, or double the proportion for junior college faculty.

Table 9: CONSULTATIVE ACTIVITIES WITH VARIOUS AGENCIES DURING PAST YEAR

	Percent of Faculty Reporting Consultations					
Consulting Activities	Four Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Local or state government or agencies	13.9%	17.8%	9.9%	10.2%	3.5%	3.5%
Elementary or secondary schools	13.6	8.8	14.1	23.9	6.4	16.3
Business or industry	12.2	18.0	5.3	8.3	6.7	1.2
Federal government or agency	10.7	16.5	5.7	4.4	1.6	0
Other colleges or universities	10.3	10.8	9.1	10.7	2.7	3.5
Foundations	3.7	5.3	1.9	2.4	.8	1.2
Foreign governments, institutions or agencies	1.7	2.6	.4	1.5	0	0
Private social service agencies	4.9	5.5	4.9	3.4	2.7	5.8
Others	7.1	7.0	8.7	5.4	2.9	8.1
No response	7.1	5.3	9.1	8.8	10.4	11.6
None	47.5	44.6	52.1	48.3	71.2	58.1
Total*	132.7	142.2	121.2	127.3	108.9	109.3

*The amount that the total exceeds 100 percent indicates the extent to which more than one response was checked.

Summary

Faculty members claimed that they had chosen their present type of institution because of the general atmosphere, the freedom and independence that it offered, its philosophy and aims, and its reputed quality or excellence. Once employed, they were spending 10 percent less time on instruction than was the case twelve years ago, and research and committee activities had grown accordingly.

The proportions of faculty who published varied widely by type of institution, but an eighth of four-year faculty had published at least one book or monograph and half had published journal articles in the last five years. The involvement of faculty in funded research during this period also showed

the expected institutional differences – from a smattering of faculty in junior colleges to half of those at the University.

Almost half of the four-year faculty had served as consultants beyond the campus in the past year, primarily with local and state government agencies and elementary or secondary schools. They had also left their campuses for two regional or national meetings during the year, and a third had travelled abroad for professional reasons during the past five years.

As might be expected in an institution with extended professional and graduate programs, University faculty activities differed markedly from those of colleagues in other institutions. Research, publication, and consultative activities loomed much greater in their work loads, with correlate reductions in student-related services. In general, faculty appear to choose institutions which complement their teaching and research preparation and allow them latitude in allocating their time to such activities.

chapter 5

APPRAISALS OF AN ACADEMIC CAREER

One major purpose of the study was to find out how faculty members currently view their career choices. A final series of questions therefore attempted to assess faculty attitudes toward their current jobs, exploring both the things they liked about their work and the aspects that disturbed or displeased them, and also to find out whether they would again enter this field, given a chance to reconsider their decision.

Recommendations for Changes in Use of Time

When asked to identify the function to which they should like to give more time, half (49 percent) of the faculty in four-year institutions stated this to be research and scholarly writing. As Table 10 indicates, this varied from 42 percent in state colleges to 53 percent at the University. A third (31 percent) of private junior college faculty and a fourth (24 percent) of public junior college faculty also identified research as needing more time.

Table 10: DESIRED CHANGES IN DISTRIBUTION OF TIME FOR VARIOUS PROFESSIONAL FUNCTIONS

	Percent of Faculty					
Desired change in distribution of time	Four Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
More time for:						
Teaching	26.5%	24.0%	31.2%	26.3%	33.9%	37.1%
Counseling	9.1	5.3	17.5	6.8	21.1	17.4
Services to student groups	4.2	3.3	4.9	5.4	6.9	4.6
Research and scholarly writing	49.4	53.2	49.0	41.5	24.3	31.3
Committee and administrative duties	2.9	2.6	3.0	3.4	4.0	3.5
Off-campus services	7.5	7.9	4.9	9.8	9.6	8.1
No increase desired	22.6	25.1	16.3	25.4	22.4	17.4
No response	3.5	3.3	4.9	1.9	3.7	10.4
Total*	125.7	124.7	131.7	120.5	125.9	129.8
Less time for:						
Teaching	11.4%	10.3%	11.8%	13.2%	11.5%	8.1%
Counseling	7.9	8.8	4.2	6.9	3.5	7.0
Services to student groups	3.9	3.1	4.6	4.9	6.4	5.8
Research and scholarly writing	2.1	2.2	2.7	1.0	2.1	1.2
Committee and administrative duties	36.2	32.5	43.3	35.1	40.3	33.6
Off-campus services	6.0	5.9	5.3	1.9	3.2	7.0
No increase desired	22.6	25.1	16.3	25.4	22.4	34.8
No response	19.8	20.0	19.8	19.5	18.9	11.6
Total*	109.9	107.8	108.0	106.9	108.3	109.1

*The amount that a total exceeds 100 percent indicates the extent to which more than one response was given.

Additional time for research was not, however, of as great concern as it had been in 1956 (49 vs. 62 percent).

Teaching was cited by 27 percent of those in four-year institutions and 34 percent in public junior colleges, and counseling by 9 and 21 percents respectively. It should be observed, however, that almost a fourth (23 and 22 percents respectively) of four-year and junior college faculty indicated "no change" in the ways in which they should like to spend their time. This was a significant increase over the 15 percent found in 1956, suggesting greater satisfaction with this aspect of their academic career.

When these faculty members were queried as to the functions in which they should prefer to invest less time, substantial proportions (36 percent of the four-year college and 40 percent of the junior college people) cited committee and administrative responsibilities. Smaller proportions indicated other services, but with only 2 percent saying that they should like to spend less time on research. Other than the increased number of 1968 faculty who wished "no change," there were no significant differences between the 1956 and 1968 groups regarding possible cuts in services.

Satisfactions and Dissatisfactions with College Service

To get individual faculty members' slants on job satisfactions and frustrations, each respondent was asked to state in his own words how he felt on these points. The resulting free responses were then coded and tabulated.

Satisfactions

Since the satisfactions were expressed in quite different ways, it is difficult to make precise comparisons, either among the factors cited or with earlier findings. But two clusters of satisfactions emerged. The first of these groupings related to the students and colleagues with whom the respondents informally associated and the second to the more formal or task-oriented aspects of faculty work.

The first cluster included opportunities to work with college age youth (mentioned by 32 percent), colleagues and associates (29 percent), and participation in the development of students (22 percent). The opportunity to work with college age youth, for example, drew such comments as "Working with capable, enthusiastic young people gives light to my days" (Liberal Arts College), and "Life with students is where the action is" (University). Commenting further on their participation in the development of students, faculty made such comments as "There is a sense of fulfillment in witnessing my students' learning" (State College), and "It is an exciting opportunity to influence and be influenced by young minds" (Junior College).

Illustrative of satisfactions gained by many faculty members from associations with colleagues are the following statements: "I cherish the association with my congenial colleagues" (Liberal Arts College), and "My lively and intelligent colleagues are among my greatest joys" (University).

In the second cluster, involving the more formal or task-oriented aspects of their work, faculty spoke about satisfactions gained from the work itself, such as intellectual stimulation (21 percent), opportunity for research (20 percent), liking classroom teaching (14 percent), work and study in their own field (14 percent), and the freedom and independence of the academic life (13 percent). Citing intellectual stimulation and the opportunity provided for their own personal reflection and development were such comments as "scholarly activity is stimulating" (Liberal Arts College). "Where else could I be challenged and kept so mentally active" (University).

Opportunities for research apparently meet many faculty members' needs for achievement, creativity, innovation, and reflection on ideas. Typical responses were "Research gives me a sense of achievement I get nowhere else" (Liberal Arts College), "Research stimulates me to be creative and innovative" (State College), and "The manipulation and application of concepts, models, and theories through research 'turns me on'" (University).

Strong endorsement was also given to the sheer enjoyment of teaching "I get great satisfaction from observing the pleasure of a student who has succeeded in expanding the horizon of his understanding." (Junior College) and "My greatest satisfaction comes from training graduate students who can publish and advance the research front" (University).

University of Minnesota faculty gave greater stress than other college faculty to research opportunities, whereas junior college faculty mentioned less often than staff elsewhere the satisfactions associated with their colleagues, intellectual stimulation, and the academic environment of their institutions.

Changes since 1956 included greater reported satisfactions from research (20 vs. 9 percent) as well as stronger feelings of social usefulness (15 vs. 9 percent). Relatively less satisfaction has seemingly been derived in recent years from observing and contributing to student development. Perhaps there is less opportunity to be involved with students as institutions grow larger.

Dissatisfactions

Fewer faculty members listed dissatisfactions than had described their job satisfactions, though equal opportunity was provided to do both these things. This suggests reasonably good morale, with satisfactions with academic life quite decisively outweighing irritations and frustrations.

The negative aspects most frequently scored by four-year faculty were poor attitudes on the part of colleagues and inadequate salaries (18 and 14 percents respectively). Other complaints related to routine duties that most

faculty members must perform, long hours, and poor facilities. Frictions in intra-faculty relations, administrative red tape, and inadequate facilities were cited more often than they had been twelve years ago, whereas low salaries and poor quality of students received less comment.

Other faculty members and notably administrators were sometimes criticized for rigidity, conventionality, and insensitivity. "Conflicts between strong-willed staff members, department heads who publicly criticize their staff, and petty jealousies all irk me" (University), "There is a class structure in our faculty which gives rise to snobbery on the part of many Ph.D's and permits dictatorial department chairmen" (State College).

The complaints about salaries centered around such points as the relatively low return on the large investment involved in preparing for college employment, the inequitable status of women, and the disparity in salaries in different departments. "Salaries are not commensurate with the training required, the experience needed, or the responsibilities placed on the college teacher" (Junior College), "Poor compensation, inadequate retirement, and the marginal financial value of fringe benefits plague all of us" (State College). "Women's salaries and privileges are low and there are great inequities in remuneration among colleges and departments" (University).

Some faculty members also felt that the hours were too long and that they received little assistance and very limited instructional materials: "There is inadequate secretarial and other types of managerial help, so I spend my time in 'Mickey-Mouse' details that drain time and productivity" (Liberal Arts College), "The student-faculty ratio is much too great; there is a shortage of funds for teaching assistants; and too much time is spent in administrative chores" (University).

Inadequate and deteriorating facilities received more attention than was the case twelve years ato. This was particularly true at the University. "We are often without offices, adequate classrooms, or equipment. How can we teach under these circumstances?" (University)' "We have cramped office quarters and 'low bid' equipment of inferior quality" (State College). In contrast, faculties in the junior colleges, where extensive building programs have been undertaken in the past decade, made significantly less mention of poor facilities than they had in the mid-1950's.

Because salaries had been most often criticized twelve years ago, faculty were asked about their attitudes toward collective bargaining. Only a fourth (29 percent) of private junior college and a third (36 percent) of four-year college teachers considered this to be "desirable" or "highly desirable," as contrasted with almost two-thirds (62 percent) of the public junior college faculty. Among four-year college faculties, those in state colleges were most favorable and those at the University least favorable to collective bargaining (44 and 30 percents respectively checked the two top ratings).

Complaints of faculty appeared to be much the same, regardless of the type of institution in which they served. There were, however, a few significant differences. Faculty in public institutions, more often than their colleagues in private colleges, cited poor facilities and large classes as dissatisfactions. University faculty complained most about red tape and least about heavy class loads, whereas state college faculty appeared to be more stirred up about the salary situation. Private liberal arts college faculty were more often irritated by students of doubtful academic potential and public college faculty by excessively heavy class loads.

Several differences in dissatisfactions between the 1956 and 1968 groups are noteworthy. The major change was the reduction in complaints about salary – from 47 percent to 14 percent. Complaints about poor students also dropped – from 12 to 6 percent. Dissatisfactions with inter-faculty relations increased (4 to 18 percent) as did comments on poor facilities (5 to 12 percent), excessive committee work (5 to 13 percent), and long hours (6 to 10 percent).

Present Attitudes Toward an Academic Career

Asked for an overall judgment as to how they felt about college service as a career, almost half (47 percent) of the faculty members in baccalaureate and advanced programs indicated that they were "very satisfied," and 38 percent said they were "satisfied" (Table 11). Another 10 percent classified their attitudes as neutral or "indifferent", while 4 percent said they were dissatisfied to some degree. Whereas in 1956 some 93 percent of the respondents in four-year colleges indicated substantial satisfaction, the present figure is significantly lower – 85 percent. Junior college faculty satisfaction (86 percent) has remained the same over time.

Some interesting differences emerged when faculty members in the different types of institutions were studied. Those in the private liberal arts colleges expressed the greatest degree of satisfaction, as indicated by "very satisfied" ratings, with the correlate University of Minnesota percentages substantially lower (52 and 44 percents respectively). Public and private junior college faculty ratings on this point agreed closely with the University faculty's appraisals.

That most faculty members were reasonably satisfied with their career choice is borne out by replies to still another question, this time probing their readiness to make the same decision, given a chance to review their earlier one. Five-sixths (86 percent) of the respondents in four-year colleges said they would again choose to work in a college or university. Ten percent were uncertain, while three percent said that they would not again choose an academic career, and a few gave no response.

Replies here corroborated the institutional differences suggested by faculty ratings on job satisfactions, with University and public junior college faculty expressing somewhat less readiness than other groups to recommit themselves to this career. Thus 12 percent of the University faculty and 14 percent of the public junior college faculty said they were uncertain and 4 percent of each group signified that they would not again choose this profession. Most of those who would not again choose faculty service indicated they would enter another profession or some type of business. Significantly more junior college faculty than in 1956 said they would reaffirm their vocational choice – 82 percent vs. 69 percent – suggesting that expanded support of these programs during the past decade has made this a more attractive career prospect.

Table 11: ATTITUDE TOWARD AN ACADEMIC CAREER

	Percent of Faculty					
Attitude	Four-Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Very satisfied	46.7%	43.9%	51.7%	45.8%	43.5%	39.5%
Satisfied	38.1	38.4	35.4	41.0	43.2	50.1
Ambivalent	9.7	12.1	6.5	8.8	8.0	4.6
Dissatisfied	1.5	1.8	1.5	1.0	1.6	0
Very dissatisfied	2.8	2.9	3.4	1.9	3.2	4.6
No response	1.2	.9	1.5	1.5	.5	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Recommendations for Attracting and Holding Qualified Staff

To tap faculty ideas as to how recruitment and inservice development of staff might be improved, two major questions were asked. In each case the respondent listed his own proposals, so that he was not influenced by a prepared list of possibilities.

Recruitment of Staff

Asked to indicate two or three measures which might encourage qualified persons to enter faculty service, the respondents offered a wide variety of suggestions. About half said that salaries should be increased and one in seven suggested better working conditions. As compared with 1956, current faculty

members put less emphasis on the need for financial aids for graduate students and for informational or advertising programs to attract new college teachers. In contrast, they gave greater stress to the importance of research assistance and improved conditions of work. The most frequently cited recommendations for recruiting new faculty are listed in Table 12.

The need for increased salaries was reflected in such statements as "It's difficult to encourage qualified people to join a faculty where they are paid less than construction workers" (State College), "Raising salaries to the level of other professions would help" (University), and "our best source of new faculty, high school teachers, are often already paid more than we are" (Junior College).

Improved working conditions, reduced work loads, and the provision of more research assistance were also mentioned by many faculty members. "Reduce work loads and treat college teachers as humans, rather than cogs in a Rube Goldberg machine" (Junior College), "Permit new people to have a larger voice in decision-making" (University), "Give us adequate time for research and reading" (Liberal Arts College).

Emphasis on some items differed among faculty in various types of institutions. Liberal arts faculty put greater emphasis than colleagues

Table 12: MAJOR RECOMMENDED MEASURES FOR RECRUITING NEW COLLEGE FACULTY MEMBERS

	Percent of Faculty					
Recommended Measures	Four-Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Increase salaries	50.0%	48.8%	49.0%	54.1%	54.7%	33.7%
Improve working conditions	13.3	14.7	10.6	13.7	14.4	12.8
Acquire more research help	9.7	12.1	8.7	5.9	2.4	4.6
Reduce work loads	9.0	7.3	10.3	11.2	14.4	5.8
Provide stimulating atmosphere	7.3	4.4	12.2	7.3	5.3	3.5
Publicize opportunities	5.5	6.2	3.8	6.3	7.5	7.0
Encourage	4.3	4.2	4.9	3.9	6.4	7.0
Offer better professional courses	3.5	2.0	3.4	6.8	6.7	5.8

elsewhere on the development of a stimulating learning climate, University faculty suggested more research assistance, and public junior college faculty asked for reduced work loads.

Retention of Staff

A question relating to policies or devices for holding good faculty members evoked a variety of suggestions, generally quite similar to those proposed for recruiting staff. Again the need for increased salary was underscored, with 46 percent of the faculty mentioning this (Table 13). But salary appears to be slightly less of a problem than twelve years earlier, when 52 percent noted it as a formidable obstacle in retaining faculty. Other suggestions included a reduction in work loads, the provision of better facilities, and participation in policy-making.

Running through comments relating to salary was the feeling that the general level of compensation should be at least comparable to that in non-college employment. "Keep salaries at a level consistent with other forms of employment. With a Ph.D. I make less than a plumber" (Liberal Arts College). Some persons argued for assured increments rather than advances based on individual merit. "Avoid merit pay and give us some assurance that we will receive yearly increments" (State College).

In appraising the situation with respect to work loads, the most common plea was for more clerical and research assistance, followed by some reduction in committee work and more realistic expectations of what one man can do. "Provide the clerical help to free faculty from detailed paper work" (Junior College), "We should maintain equity in faculty work loads and reduce the committee work" (University), "We need more realistic and truthful definition of the tasks to be performed" (State College).

Table 13: MAJOR RECOMMENDED MEASURES FOR RETAINING QUALIFIED FACULTY MEMBERS

	Percent of Faculty					
Recommended Measures	Four-Year Institutions N=923	Univ. of Minnesota N=455	Liberal Arts Colleges N=263	State Colleges N=205	Public Junior Colleges N=375	Private Junior Colleges N=86
Increase salaries	45.9%	45.1%	43.0%	51.7%	46.4%	30.2%
Lighten work loads	13.0	8.4	13.7	22.4	24.5	10.5
Provide better facilities	11.9	18.7	3.0	8.3	8.0	9.3
Develop good working atmosphere	8.8	6.4	9.1	13.7	10.7	9.3
Involve faculty more fully in policy-making	6.4	5.9	7.6	5.9	10.7	7.0
Recognize good teaching	6.3	5.1	8.7	6.3	3.2	11.6
Improve in-service programs	5.7	5.1	6.8	5.9	3.5	4.6
Assure cooperative or competent administration	5.3	6.6	3.8	4.4	4.8	1.2
Sustain academic freedom	4.5	4.6	4.9	3.9	11.5	3.5

Although faculty members in different types of institutions expressed many of the same views, some differences emerged. State college faculty, for example, stressed lighter work loads and a better working atmosphere; public junior college faculty also suggested lighter work loads, whereas University faculty seemed to be especially sensitive to the need for better facilities.

Compared with 1956 responses to the same question, worries about salary had diminished slightly, as had the perceived need for better security and more time for study preparation. But concerns for better facilities and carefully planned faculty development programs have mounted.

Summary

Faculty members evidently derive many rewards and satisfactions from their employment – contact with college students, congenial associations with colleagues, an intellectually stimulating environment, and the opportunity for research. When asked how they would like to restructure their time, faculty gave research the highest priority and chiefly proposed reductions in committee and administrative services. Their major dissatisfactions arose from unfavorable conditions of service, such as poor attitudes of some associates, excessive committee work, long hours, inadequate facilities, insufficient assistance, and meager tangible rewards like salary.

The general level of satisfaction with academic employment appears to be slightly less in the four-year colleges and higher in the junior colleges than it was a dozen years ago. But the great majority of college faculty like their work and would again choose it if they could remake their career choices. In order to recruit and retain qualified faculty members, the respondents felt that salaries should be improved and the conditions of work made less stressful.

Although faculty responses in the various institutions were generally quite similar, there were some differences. Faculty in public (in contrast to private) institutions expressed less unqualified satisfaction with an academic career and complained more about poor facilities, large classes, and excessively heavy class loads.

The most notable changes from 1956 in faculty attitudes toward their careers were diminished complaints about salary and heightened dissatisfactions with facilities, intra-faculty relations, and committee work.

chapter 6

FINDINGS AND IMPLICATIONS

The present study of faculty members in all Minnesota's recognized colleges – public and private – was designed to find out who these persons were, why they had chosen this career, to what kinds of activities they were devoting their time, and how they now regarded their roles as academic men and women. Findings are compared with a similar study made in 1956, providing the only evidence on a state-wide basis of changes in the character of faculties during these eventful years.

Information regarding persons currently teaching in the 43 private and public higher institutions of Minnesota was secured through a four-page printed questionnaire which replicated many items used in the earlier study. Of the 1678 faculty members who received the blank (a 20 percent stratified random sample of four-year college teachers and all junior college teachers in Minnesota), more than four-fifths (82 percent) replied.

Since several items called for free responses, permitting the respondents to express their views in their own words, the resulting answers were studied and coded prior to entry on IBM cards. Appropriate statistical techniques were applied to distinguish chance differences from those of greater import, with interpretations in the text made accordingly.

Major Findings

The present section presents salient findings from the recent study in sharply condensed form, with emphasis on faculty in four-year institutions unless otherwise stated. Changes from the situation found in 1956 are sketched in the next section.

Personal Background

1. Men constituted approximately three-fourths (76 percent) of the persons teaching in Minnesota colleges in 1968. About the same proportion reported that they were natives of the north central states (87 percent of junior college and 69 percent of four-year teachers). Almost three-fourths (72 percent) of those in four-year colleges were married, as were 81 percent of those in public junior colleges. The typical faculty member in baccalaureate and advanced programs was 42 years old.
2. The parents of current faculty members had had much less schooling than their children, with a third reported as having no more than an

elementary school education. Roughly a third of the parents of four-year college teachers had taken some college work, as compared with less than a fourth of those of public junior college faculty. These future faculty members came predominantly from middle and lower class homes, as judged by parental occupations. Thus approximately half of the fathers at the time these faculty members entered college had been farmers, skilled or semi-skilled industrial workers or clerical help.

Choice of a Career

3. Serious consideration of college faculty service as a career goal came rather late, typically not until after the individual had graduated from college. Only six percent of the faculty recollected that they had given any real thought to this field before they entered college and about a third of the four-year faculty and a fifth of the public junior college faculty began to think seriously about this possibility during their undergraduate years.
4. In finally making this decision, personal interests and motivations played a much larger role than did external or situational factors. Among the prime reasons specified for choosing this field were a desire to work with college-age students, enjoyment of working conditions, keen interest in a particular subject, and an expectation that this career would be intellectually challenging. Circumstances or special opportunities also played a major role for some individuals, with a third of the respondents indicating an unsolicited offer of a job as one reason for entering this field. College teachers had apparently suggested this career to a fourth and administrators or counselors to a fifth of those now teaching in college.

Preparation for a Career

5. Slightly more than half (53 percent) of the four-year college faculty had received their baccalaureate degree at public institutions. Private college contributed 40 percent of this group, foreign institutions about 5 percent, and 2 percent reported no degree. It was interesting to note that faculty members were characteristically serving in institutions similar to those in which they took their first degrees. Thus 60 percent of those now on the University faculty were themselves products of public institutions, whereas 69 percent of those on private college staffs had graduated from church-related or independent undergraduate colleges. Almost three-fourths of the present public junior college and state college faculty came from public institutions.

6. Some type of undergraduate academic honors or special recognition had been received by 47 percent of these college faculty members. Significantly more of those on the University and liberal arts college staffs had earned such accolades than of those in other types of institutions.
7. Two-thirds (66 percent) of these faculty members had obtained some financial assistance from their parents during the baccalaureate period, with this constituting the major source of support for 37 percent of the sample. Campus and off-campus jobs, personal savings, scholarships, and loans likewise helped to finance undergraduate studies. At the graduate level, assistantships constituted the chief source of support, with other staff positions, fellowships, or scholarships playing a significant role.
8. Nearly half (47 percent) of these Minnesota faculty members had taught at the elementary or secondary levels before joining a college staff (from 23 percent at the University to 70 percent in public junior colleges). Quite a number of others reported positions in business, industry, or government. Half had taught at some other college immediately before joining their present staffs. Median years of service in colleges and universities, including that in their present institutions, totalling 8.7 years for four-year and 4.9 for the public junior college staffs.
9. Most of these faculty had made extended academic preparation for their career, with almost half (49 percent) of those in baccalaureate and advanced programs holding doctorates – from 36 percent in state colleges to 59 percent at the University. Almost 40 percent more had at least a master's degree, with slightly less than a third of these persons working toward a doctorate. But relatively few people reported any formal preparation for their oncoming teaching responsibilities, such as that afforded by teaching internships or courses in higher education.

Present Position

10. In explaining why they chose their present type of school, most faculty members (62 percent) stressed institutional characteristics, chiefly the freedom and independence offered, the school's aims or philosophy, and its reputed excellence. The nature of their own jobs was cited by 47 percent of the respondents as a primary reason for selecting the college.
11. Teaching activities currently claimed two-thirds of the time of faculty members, with the rest unevenly distributed among counseling and other student services (10 percent), committee and

administrative duties (11 percent), research (10 percent), and public service functions (4 percent). But there were wide institutional differences, with the percentage of time devoted to teaching, for example, varying from 51 percent at the University to 79 percent in state colleges and 85 percent in public junior colleges.

12. The extent and character of published writings varied notably by type of institution. Two-thirds (65 percent) of University faculty had published at least one article in the past five years, whereas only a fourth (24 percent) of the state college faculty had done so. Among University faculty reporting journal articles published in the past five years the median number was four, with some listing as many as thirty. Books, chapters in books, and unpublished papers given at professional meetings were also much more characteristic of University faculty members.
13. Almost half of the four-year college faculty and a fifth of the public junior college faculty had engaged in some off-campus consultant activity in the previous year. State and liberal arts college faculty tended to work with elementary and secondary schools, whereas University faculty members' contacts were predominantly with business, industry, and government.

Appraisal of an Academic Career

14. About half (49 percent) of the respondents said they would like to give *more* time to research and scholarly writing. Teaching (27 percent), counseling (9 percent) and off-campus services (8 percent) also drew requests for more time. When queried about possible curtailment of certain services, slightly more than a third desired some relief from administrative and committee duties. Other desired reductions included teaching (11 percent), counseling (8 percent), and off-campus services (6 percent).
15. The vast majority (84 percent) of these faculty members indicated that they were either "very satisfied" or "satisfied" with their present career choices. Eleven percent classified their attitudes as neutral or somewhat dissatisfied, while 5 percent were either "very dissatisfied" or gave no response. The highest level of satisfaction was expressed by private liberal arts faculty, whereas the University and public and private junior college faculties showed a little less enthusiasm on this point.
16. Faculty members listed many different kinds of satisfactions from their professional service, with these centered around the persons with whom they worked and the kinds of tasks performed. Opportunities to work with college-age youth (mentioned by 32

percent), to contribute to their development (22 percent), and associations with interesting colleagues (29 percent) ranked highest. The intellectual stimulation of college work (21 percent) and opportunities for research (20 percent) were also sources of major satisfactions.

17. The reported dissatisfactions, which were fewer in number, had mostly to do with the conditions of service or the lack of suitable rewards or appreciations. The negative aspects most frequently mentioned were poor attitudes on the part of colleagues and inadequate salaries (18 and 14 percents respectively). Close behind were complaints about committee work, poor facilities, and red tape.
18. When asked about their attitudes toward collective bargaining, only a third of the four-year college faculty felt this would be "desirable" or "highly desirable" – as contrasted with two-thirds of the junior college faculty. University faculty evidenced the least interest in this means of adjusting their problems.
19. Five-sixths (86 percent) said they thought that they would again choose the academic life, given an opportunity to re-make their decision. Ten percent were uncertain, three percent stated they definitely would not do so, and one percent gave no response.
20. In suggesting measures that might aid in staffing future programs of higher education, the respondents recommended a stronger publicity program, more deliberate recruitment of promising students to an academic career, substantial upward adjustments in salaries, improved working conditions, more research assistance, and reduction in work loads. Many of the same proposals were made when the question shifted to productive means of holding qualified faculty, once they had been recruited to a given program, though with more emphasis in this case on involving faculty in major policy-making decisions.

Changes in Faculty Characteristics and Attitudes Since the Mid-1950's

Changes between 1956 and 1958 were smaller than might have been anticipated, attesting probably to the fact that the academic world has well-established traditions and attitudes which tend to attract certain types of individuals and to repel others. And once a member of *academia,* there are further pressures toward conformity to its special rites and rituals. Also many of the faculty members who served in 1956 were part of the population sampled in 1968.

As the materials outlined below indicate, the greatest changes have taken place in the position which college faculty members occupy. Persons who join college faculties now come from homes of higher educational and social status and have made more extended preparation for their career. Their working time is spent somewhat differently than it was twelve years ago, with less concentration on the teaching function, except in the junior colleges, and they would allocate their energies and talents to make a still larger shift in emphasis. But they still chose this field rather late, and show patterns of satisfactions and dissatisfactions fairly similar to their colleagues twelve years earlier. Reflecting substantially improved salaries during this period, material rewards figure less prominently in their proposals for change than do the physical and psychological environments in which they pursue their careers.

Personal Background

1. Male faculty members hold an even more commanding lead than they did twelve years ago. The decline in the proportion of women faculty members in higher education continued a trend which began about World War II, rather ironically stretching over a period in which the enrollment of women students has increased dramatically. The percentage of married faculty members has increased by 15 percent.
2. The educational level of parents of college faculty members has also risen, especially among mothers, where the percent with some college work rose from 19 to 33 percent. The occupational level of fathers has also changed, with more faculty, though still a modest number, coming from homes where the father was in college teaching or another profession and fewer from homes where the father was a skilled laborer, farmer, or in clerical or sales occupations.

Choice of a Career

3. The time when an academic career was chosen and the factors which influenced this decision have changed somewhat. Fewer 1968 faculty intended to enter elementary or secondary education at the receipt of the B.A. degree (29 vs 42 percent) and their highest degree (6 vs 27 percent). At the same degree levels, a larger proportion of the 1968 faculty intended to go into college teaching (20 vs 15 percent and 58 vs 48 percent, respectively). There is also some indication that the choice of college teaching is presently being made more on the basis of a life style prized by college faculty than because of particular aspects of the work involved.

4. Parental support remains the most common means of financing undergraduate studies, though almost always supplemented with work or the student's own savings. But scholarships, fellowships, and assistantships have increased notably among four-year college faculty as major sources of support at the graduate level.
5. Five percent more of the staff now hold the Ph.D., raising the total to 49 percent. The gain in Ph.D.'s would have been more impressive, had there not been the great influx of instructor level faculty to handle burgeoning enrollments in the state and junior colleges.

Present Position

6. As college enrollments have soared, the proportion of staff in junior level positions has increased, with this especially pronounced in the state colleges where almost half the staff in 1968 were classified as instructors.
7. Teaching and related instructional tasks still claim most of faculty members' time. The largest gain since 1956 has been in the proportion of time given to research, particularly at the University.

Appraisal of an Academic Career

8. Although the kinds of job satisfactions which college faculty members report remain much the same, the pattern of dissatisfactions has changed somewhat. Low salaries are still a source of dissatisfaction, but the complaints here did not assume the magnitude they had twelve years ago (14 vs 47 percent). Fewer complaints were also made about the poor quality of students. On the other hand, unhappiness about poor facilities had increased substantially, especially at the University, and rifts or schisms among the faculty were also cited more often than in the mid-1950's.
9. In suggesting means of recruiting college teachers, present faculty put less emphasis on the need for informational and advising programs and for financial aid for graduate students than was true twelve years ago. Perhaps this reflects the abundance of potential faculty members now available. More stress is currently placed on the need for research assistance and improving working conditions. To retain qualified staff, recommendations chiefly concerned increased salaries, lighter work loads, less committee and clerical work, and improved general atmosphere of institutions.
10. The level of satisfaction with an academic career appeared to be slightly lower in 1968 – perhaps because of the concerns mentioned above. In general, though, the overwhelming majority of respondents were still satisfied and would again choose this career. The gain in satisfactions appeared to be greatest for junior college staff who, in

the mid-1950's, often were housed in high school buildings and subjected to the same regulations as personnel for the lower schools.

Since 1956 Minnesota's faculty ranks have expanded greatly. They now include larger proportions of men, individuals at lower academic ranks, and married persons. The work which faculty members do has also changed significantly, with more time spent on research and less on teaching. Recent faculty appear to have been more influenced in choosing academic careers because of the general style of life involved than had been true of their earlier colleagues. Their satisfactions have remained generally the same although they are less dissatisfied with salaries and more so with inadequate facilities and administrative chores than were their 1956 counterparts. They evidently enjoy their work although the level of satisfaction is not quite as high as twelve years ago. They feel that promising young people could be more readily attracted to college faculties if there were more research assistance, less demanding working conditions, and greater prospects for financial and professional advancement.

Some Implications of the Findings

Findings from the present study suggest some needed changes in staffing colleges and utilizing faculty services. The acute needs for the 1970's will not be in recruiting great numbers of new teachers, but in attracting those suited to new types of programs, in making more effective use of faculty members' time and talents, and in creating an atmosphere conducive to their own continued personal and professional development as well as to that of their students.

1. *Greater heterogeneity should be sought in social and academic backgrounds of faculty.* At a time when higher education is attempting to give voice to a variety of social and cultural viewpoints, the composition of faculties in colleges and universities seems rather homogeneous, with substantial emphasis on middle-class males drawn from the north-central area. Still stronger efforts to recruit persons with other backgrounds to the instructional staffs seem indicated.
2. *More planning and experimentation are called for regarding the preparation of faculty members.* There is now some oversupply of potential college faculty, particularly in the conventional disciplines, but specific preparation for teaching is often lacking. Also the percentage of college teachers who have had some elementary or secondary school experience is declining. College teaching should not be viewed merely as an alternative to high-level employment in government, industry, or business, but as a vocation for which specific

preparation is needed. Since faculty spend so much time in instruction and related tasks, special degrees or at least some focused preparation within regular Ph.D. or Ed.D. programs seems appropriate.

3. *Additional scholarships, fellowships, and assistantships are needed.* In order to obtain more broadly derived faculties, additional scholarship, loan, and work-contract funds are required. The sheer cost of advanced preparation for an academic career makes this field unavailable to many talented but economically handicapped people. The fact that the cost of preparation is disproportionately high for the income received also poses a serious problem, calling for continuing efforts to make such positions both financially and professionally attractive.
4. *Faculty members seem to be increasingly attracted to an academic career because it promises a congenial style of life. This style of life needs additional study.* Half (51 percent) said they became interested in such a career because of the presently favorable working conditions. After joining a college faculty, they found their major sources of reward in teaching or research activities, but also mentioned the freedom and independence such a life offers. Dissatisfactions principally involved things which placed constraints on this style of life (administrative red tape, committees, poor intra-faculty relations, inadequate facilities, and lagging salaries). Research is clearly needed to probe faculty cultures, with a view to finding out how quite different patterns of faculty expectations and outlooks relate to achievement of the basic missions of higher education.
5. *More research assistance, in terms of technical and clerical personnel, facilities, and special equipment, seems clearly indicated.* Complaints about these matters have increased sharply over the past dozen years. With research becoming "big business" in some of the institutions, soft money from these projects is making an increased contribution to institutional support. Further help should also be afforded faculty in preparing research and grant applications and in utilizing effectively computers and other methodological advances.
6. *Committee and administrative duties of faculty need to be streamlined.* Although the amount of time faculty members spend in committee and administrative duties has not increased significantly since 1956, complaints about them have. Serious efforts should be made to determine what types of questions are best handled by committees and how such activities can be appropriately streamlined. Faculty deliberation in developing and appraising policies is most appropriate, but not so on administrative matters which might better be entrusted to officers with appropriate training and responsibility.
7. *Institutional priorities regarding desired types of faculty services should*

be more clearly established. The amount of time spent in teaching and research varies widely among different types of institutions, although it is not clear how these different allocations relate to institutional mission. There has been a ten percent reduction in the time the typical faculty member now gives to teaching, compared with colleagues a dozen years ago, and a two-to-one preference for increasing the time devoted to research. Criteria for "climbing the academic ladder" must be clarified and the weights suggested that will be given to teaching, other student services, committee work, research, and off-campus contributions, depending on the backgrounds and interests of particular faculty and general institutional needs.

8. *Some decline in faculty members' expressed satisfactions with their chosen career calls for additional study.* Expressed satisfaction with their career choice dropped from 93 percent in 1956 to 85 percent in 1968, and a similar drop was noted in the proportions who thought that they would again make this decision. Although the vast majority of faculty members are evidently quite satisfied with their academic affiliation, the dissatisfactions noted by some staff are cause for concern. While such diminished satisfaction may be attributed to lagging salaries, poor facilities, and other complaints already cited, it may also be due to the fact that some persons cannot teach, research, administer, counsel, and fulfill, to their own satisfaction, all the expected roles. Perhaps in large institutions more specialization in faculty services must be fostered or time should be more systematically provided, through provision of additional assistance and liberal leave policies, for faculty members to do some things that now receive only fragments of their attention.

Relative emphasis on the historic missions of higher education (teaching, research, and service) is changing, as are the ways in which these goals are accomplished. In consequence, some shifts in allocations to meet these altered goals are necessary. If institutions of higher education are to serve all segments of society, greater representation from these segments is appropriate. Promising candidates need greater financial support during their preparation for college service, as well as a somewhat different kind of preparation. If research is to flourish, greater assistance is needed: if teaching is to prosper, faculty should obtain increased training for it. Academic life is endorsed by most of those who have chosen it, but institutions must be more systematic in their efforts to develop the full talent potential of their staff.

PORTRAITS OF SELECTED GROUPS OF FACULTY

Faculties differ in significant ways, as the preceding discussion has suggested, depending on the kinds of institutions in which they serve. Colleges with distinctive goals and programs attract many faculty who share these concerns. Just as they tend to draw students with congruent purposes and patterns of interests.

But faculty members within institutions also vary in their backgrounds, career ambitions, and value orientations. To know that a given individual is on a junior college staff or that he teaches in a private liberal arts college is insufficient to predict why he chose an academic career or what his own life priorities are.

To suggest how additional knowledge regarding the persons involved may aid in understanding better their motivations and outlooks, a series of special studies were made – each focussed on a significant group educationally. The opening chapters of this section delineate characteristics of the academic woman and of young, middle-age, and older college teachers – classifications based on simple census facts of sex and age. The middle two chapters treat groups distinguished by different backgrounds – faculty members belonging to religious orders and those who came to their college posts from service in the lower schools. The concluding chapters sketch faculty distinguished by their current views and activities – in the cases sketched here by their stand on collective bargaining and by their degree of commitment to scholarly research and writing.

Findings from these analyses underscore the need to take intelligent account of faculty characteristics – that it is fully as important to recognize and provide for differences among those who staff college and university programs as among students themselves. Used creatively, such knowledge can result in richly textured programs, aimed at helping each participant – teacher or student – to realize his full human destiny.

chapter 7

CHARACTERISTICS OF TWO CENSUS GROUPS

The Academic Woman *

Today only 19 percent of all full-time academic staff throughout the country are women, and most of these hold junior-level positions.[1] With the pool of underdeveloped talent far larger for women than men, it is important to find out something about these women who have achieved recognized academic status, evidenced in the present instance by membership on a college or university faculty. A recent Minnesota state-wide study throws revealing light on who these persons are, how they prepared for academic service, and what their basic attitudes and satisfactions are with their career choice.

The Minnesota data used in the present analysis were derived from a 20 percent stratified random sample of full-time faculty members in all institutions offering at least a baccalaureate program (sixteen private and six state colleges and the University of Minnesota). More than four-fifths (82 percent) of those contacted completed a four-page printed blank, modelled after one used in a similar statewide study in 1956. Less than a fourth (23 percent or 214 respondents) were women, which is somewhat below the 29 percent found in the earlier study.

Background Information

1. Two-fifths of the women (41 vs. 29 percent of the men) were born in Minnesota, and significantly fewer came from distant areas, particularly the Northeast and Europe.
2. Like their male colleagues, most had grown up in middle-class homes, where both parents had typically graduated from high school. Significantly more of the mothers of women faculty had been school teachers.
3. Women were only half as likely as men faculty to be married, and only a third as likely to have children. The typical woman was also six years older than her male counterpart.

Selection of and Preparation for an Academic Career

1. Only one woman in six, as was true for men, had given any serious thought to this career choice while still an undergraduate. Women

*For a more complete report, see Ruth E. Eckert "The Academic Woman Revisited", Liberal Education, Vol. LVII, No. 4, pp. 479-87, Dec. 1971.

[1] Bayer, Alan, College and University Faculty: A Statistical Description, American Council on Education, 1970, pp. 7 and 13.

appeared to have been more influenced, in finally reaching such a decision, by circumstances, such as counsel from a respected teacher or administrator or the offer of an unsought job, whereas men made greater mention of scholarly interests.

2. Although half of both groups had earned some type of academic honor as undergraduates, a much smaller proportion of women received graduate assistantships or fellowships. This may partially explain why only 20 percent of the women, as contrasted with 57 percent of the men, had earned their doctorates. The figure for women was significantly below that found in 1956.
3. Many more women came to their college jobs from positions in the elementary or secondary schools (49 vs. 33 percent of the males).

Current Position

1. In indicating reasons for joining their present staffs, women more often mentioned that they had been assigned there (as in the case of religious faculty members) or that they liked the school's philosophy and more personal contacts with students, whereas men stressed freedom and independence and the general quality of the program involved.
2. Two fields – the humanities and professional education – accounted for half of all full-time women faculty. Women were also seriously underrepresented in certain types of institutions, notably the University.
3. Less than half as many women as men (21 vs. 46 percent) had attained the rank of associate or full professor. This is a greater difference than prevailed in 1956.
4. Women gave substantially more time than men to teaching and other services to students, whereas the reverse was true for research activities, committee work, and off-campus projects. Twice as many women as men reported no time at all spent on research and scholarly writing.
5. In analyses made of various types of publications during the past five years, the women's percentages were consistently less than half of those for men. They also lagged seriously with respect to research grants and consultant activities beyond the campus.

Appraisal of Their Academic Careers

1. Women appeared more satisfied than men with their present distribution of working time. Significantly fewer women wanted to devote more time to research and related scholarly activities.
2. In citing satisfactions with their academic careers, women gave rather general replies, in contrast to their male colleagues' frequent

citation of opportunities that college jobs provide for further work and study in their own fields. Men were more specific, too, in noting sources of tension or dissatisfaction with their jobs.

3. Women generally were quite satisfied with their current careers and were a little more ready than men to affirm that they would do it all over again, were they to re-make their career decision.
4. Recommendations made for future staffing reflected much the same patterning of interests as earlier items did, with women giving a little more attention to human relations aspects and men to improving career opportunities.

In summary, women faculty members appeared to be *more* disadvantaged than in the mid-1950's, whether this is judged by the percentage on college staffs, advanced degrees, academic rank, or scholarly preparation and productivity. Yet they were seemingly as satisfied as their male colleagues with their working conditions and career opportunities, suggesting a disturbing complacency in attitude. Clearly more must be done to recruit women who understand the full dimensions of an academic job, will prepare for it appropriately, and be fully qualified and ready to compete with men for top-level positions. The present study suggests formidable barriers to doing this, inhering not only in traditional attitudes toward women in *academia* but in the woman faculty member's own conception of her role.

*Young, Middle-Aged, and Older Faculty Members**

Like every other continuing social organization, colleges and universities are faced with a succession of role players, all moving on and being replaced over the years by new actors. Since little study has been reported regarding the career patterns of college teachers of different ages, an exploratory analysis was made of three groups of faculty members – those under 35, those between 35 and 49, and those 50 years of age or older. Such groups are clearly distinguished not only by chronological age but by growing up in quite different periods. Whereas the Older Guard's childhood and adolescence were colored by the expansive 1920's and depression-ridden 1930's, the Young Turks' outlooks were shaped by the Vietnam war, the riots in the cities, and campus protests.

Differences by age cohorts reported below are not as great as might be expected, due to the fact that similar types of people are attracted to academic careers and that association with senior members of the profession in graduate school and early years of college service tends to deepen this

*For a more complete report, see Ruth E. Eckert "Age and the College Teacher", AAUP Bulletin (to appear early in 1972).

distinctive stamp. Those that emerge must therefore be viewed as significant deviations within great commonalities in training, services, and life values.

Background Facts

1. Never numerous, academic women have even less representation among the young and early middle age faculty members than among older ones. The ratio of men to women is now four to one for young faculty, as compared with two to one for those 50 years or older.
2. The Older Guard contains significantly more people born in the North Central States; the Middle Guard includes the largest quota of foreign-born, with this representation especially pronounced at the University.
3. The older group's parents had typically not finished high school, and substantially more of the fathers had been farmers or skilled workmen.
4. The percent married increases with age, with the Middle Guard reporting the largest families.

Selection of an Academic Career

1. A third of the young faculty had considered college teaching as a career possibility during their undergraduate years, as contrasted with less than a fifth of the Older Guard. The latter group included the largest proportion of prospective elementary and secondary school teachers – a goal that had been espoused by relatively few of those under 35.
2. In their career decision, which generally occurred during later graduate years, all groups had been more influenced by the intrinsic values they hoped to derive from such service than by circumstantial factors. Young faculty seemed to attach more significance than their older colleagues to research possibilities and the intellectually challenging life involved. The Older Guard gave the fewest reasons for their choice, with many of these suggesting that they had drifted into this field rather than coming by clear design.
3. College staff members appeared to have influenced roughly a third of these people to select an academic career – or substantially more than the earlier study suggested. Young faculty more often cited the influence of college teachers, whereas more of the older faculty had been encouraged by administrators or counselors.

Preparation for Faculty Service

1. More of the older faculty had earned their baccalaureate and advanced degrees in the North Central area. Degrees from foreign universities were most often reported by the Middle Guard, while

many of the Young Turks had studied at prestigious east- and west-coast institutions.

2. Undergraduate academic honors were most often reported by the young faculty, who had also received markedly more aid in the form of graduate scholarships, fellowships, and assistantships.
3. The Middle Guard had the largest proportion of earned doctorates (64 percent at the University, versus 51 percent for the young faculty). In all types of colleges from 20 to 40 percent of the Young Turks were currently working for a Ph.D. or equivalent degree.
4. Teaching experience in the lower schools was most common among older faculty members. Few in any age bracket had had formal preparation for college teaching through internships or courses in higher education.

Present Activities

1. The public junior colleges have a significantly younger staff, with 37 percent below the age of 35 in contrast to only 19 percent in the private liberal arts colleges. The latter lead decisively in the percentage of "50 and above" faculty members.
2. Whereas only an occasional young faculty member is a full professor, the correlate figures are 55 and 48 percents respectively for the Older and Middle Guards.
3. Teaching and related tasks involving students receive the least attention, in terms of time spent, from the Middle Guard. This is particularly notable at the University, where a good deal of their effort goes into committee activities, research, and off-campus services. Teaching loads tend to be heaviest for the least experienced members of the staff.
4. The Older Guard hold the key positions on faculty committees, suggesting that these are the years when power, as distinguished from achievement, needs are dominant. Although the University of Minnesota Senate had been reorganized in the early 1950's to give junior faculty some voice in decision-making, a recent Minnesota study[1] shows that full professors have constituted 72 percent of the elected membership and have held most posts on key committees and practically all the committee chairmanships.
5. The Middle and Older Guards lead decisively with respect to publications during the past five years, with the early-middlers well ahead in counts of journal articles. They also hold an impressive edge, especially at the University, with respect to grants received for research and off-campus consultative activities.

[1] Eckert, Ruth E., "Participation in University Policy-Making: A Second Look". AAUP Bulletin, 56: 308-14, September, 1970.

Satisfactions Expressed with Academic Life

1. In suggesting reallocations of their time, faculty members everywhere but in the junior colleges seek more opportunities for research, with this desire especially pronounced among the younger staff. About a third of the faculty, of whatever age or institutional affiliation, made no suggestions for cutbacks in their activities, with many of the remainder recommending less investment in administrative or committee activities.
2. For young and old alike, considerable satisfaction is expressed with their academic career choices. But younger staff members, wherever they teach, show a more qualified enthusiasm than their senior colleagues do. In all groups there is much greater stress on intrinsic satisfactions (expression of the self in work) than on those derived from money, job security or working conditions. Young faculty seem to value the congenial style of life involved somewhat more than older faculty did. Grievances center chiefly around poor facilities, excessive work loads, administrative red tape, and – especially for the junior staff – lagging salaries.
3. All three age cohorts made fewer suggestions for recruiting and holding faculty than did their colleagues twelve years earlier. But in proposing desirable measures, young faculty consistently emphasized higher salaries, reduced loads, and expanded opportunities for research more than their elders did, suggesting where they perceive the rewards in academic life to lie.

Implications for Action and Further Research

The present studies, like several earlier ones, suggest that much more could be done to recruit highly able, imaginative students (including women and members of other disadvantaged groups) to careers in college teaching. Careful attention, too, ought to be given to preparing faculty members for their diverse roles and adjusting loads during their early years of service so that they can achieve excellence in teaching as well as in other academic tasks. Problems of mid-career service likewise need to be studied in depth, with a view to finding out how undue dispersion of effort can be avoided and the energies of many such persons addressed to the improvement of undergraduate education. Similarly, older faculty members should be encouraged to maintain creative endeavors well into their retirement years. Renewal in both the academy and the larger society depends fundamentally on the development of imaginative, self-renewing individuals. Young, middle-aged, or older faculty members can be such persons.

chapter 8

TRAITS RELATED TO DIFFERENT PATTERNS OF EXPERIENCE

*Religious Faculty Members**

Because religious orders have served, over the years, as major sources of supply for faculty in Roman Catholic colleges, special study was given to the kinds of persons recruited for these tasks, their academic preparation, current responsibilities, and chief job satisfactions and dissatisfactions. At the time of the Minnesota 1956 study, 61 sisters, brothers and priests (part of a 25 percent stratified random sample of all faculty in baccalaureate and advanced programs) completed a form probing these points; in the current study 54 such persons (included in the 20 percent sample drawn from the same colleges) filled out a similar inventory. Whereas in 1956 they had constituted nine percent of the total sample, their representation had declined to six percent by 1968.

Personal Background

1. Among the religious faculty, women predominated (68 percent) as they had in 1956, reversing the even higher percentage of men in the lay faculty.
2. They were substantially older than other faculty (median ages of 49 and 42 years), with very few in the "under 35" age bracket (4 vs 29 percent).
3. Two-thirds of the current religious faculty were natives of Minnesota, a significantly higher figure than in 1956 and markedly above the 28 percent for lay faculty.
4. Their parents characteristically had had little beyond an elementary school education, or substantially less than was reported by other faculty. Less than a fifth of the fathers or mothers had taken any college work.
5. Typically their fathers had been farmers, skilled laborers or salesmen. The difference from lay faculty was most pronounced with respect to professional level jobs (7 vs 25 percent).

Motivations and Preparation for College Teaching

1. Almost half of both the religious and lay faculty had received one or more honors during undergraduate years, suggesting that many had considerable potential for faculty service.

*For a more complete report, see Ruth E. Eckert "Religious Faculty Members' Career Motivations and Satisfactions – A Second Look" Counseling and Values, 16: 22-26, Fall 1971.

2. About two-fifths of the religious (as of the lay) faculty had considered the possibility of an academic career while they were still undergraduates – a significantly higher proportion than in 1956. In noting factors that influenced their later decision, religious faculty put greater stress than their lay colleagues on specific counsel given by teachers, counselors, and administrators and on the offer of an unsought college job. In contrast, lay faculty made more mention of promised graduate fellowships or assistantships.
3. Both groups evidenced similar interest in working with college-age students, but more members of religious orders cited opportunities for significant social service. They attached less significance than other faculty to the prospective intellectual challenge or the possibilities afforded for study and research.
4. About nine-tenths of the religious faculty, as contrasted with two-fifths of other faculty, had taken their baccalaureate degree from a Minnesota institution. For the overwhelming majority of future sisters, brothers and priests, this had been a private college, and private institutions also figured prominently in their graduate preparation.
5. Religious faculty reported far less use of conventional methods of financing advanced studies, notably personal savings, assistantships, staff positions, and off-campus jobs.
6. Relatively few (28 percent) of the current religious faculty had earned doctorates, as compared with 50 percent of the others. In 1956 about two-fifths of both groups had a Ph.D. or equivalent degree.
7. Many more religious faculty (63 vs 36 percent of the lay faculty) had taught in elementary or secondary schools prior to joining a college staff. Less than a third as many had been graduate teaching assistants, while approximately a tenth of both groups reported teaching internships or courses in college teaching.

Current Services

1. In accounting for why they were in their present institutions, half of the religious faculty emphasized official assignment to the post, with most of the others specifying their desire for personal contacts with students and associates. The lay faculty, in contrast, had been attracted chiefly by the general atmosphere of the schools involved and the freedom and independence associated with academic life.
2. Many fewer of the religious faculty than of their lay colleagues (26 vs 41 percent) were associate or full professors, though they had been on their local college staff about five years longer.

3. Almost two-thirds of the religious faculty's working time was spent in the classroom or in preparing for teaching; they typically gave another 15 percent to counseling individual students and advising student groups. Their time investment in all these cases was substantially greater than that of the lay faculty. There were no significant differences with respect to committee or public services, but most religious faculty (63 percent) put no time into research and scholarly writing (as compared with 35 percent of other faculty members).
4. This minor investment in scholarly work is reflected in marked differences in publications, whether in the form of books, chapters in books, or journal articles. Fewer religious faculty had also received research grants or functioned in off-campus consultant roles (beyond work with parochial schools in the area).

Appraisals of an Academic Career

1. Patterns of expressed satisfactions with their career choice harmonized reasonably well with earlier stated motivations in selecting academic work. Religious faculty members mentioned more often the stimulation and personal satisfactions gained from contacts with students and from the feeling that they were making a significant social contribution. Figuring more prominently in lay replies were the opportunities to do research, to live in an academic environment, and to enjoy the related freedom and independence.
2. Dissatisfactions expressed by religious faculty were many fewer than those noted by lay faculty, and chiefly centered around excessive work loads and routine tasks that crowded out time for study.
3. Religious faculty members were even more decisive than other faculty in endorsing their present career choice. Almost three-fifths (57 percent) characterized themselves as "very satisfied", and most of the others gave "satisfied" ratings.
4. Like their lay colleagues, they made fewer suggestions in 1968 than in 1956 for recruiting new faculty, perhaps because staffing problems are no longer so acute. Religious faculty members' proposals reflected concern for early identification of promising candidates and adequate preparation for such a career. In commenting on how good teachers could be held, once they were appointed, both groups stressed salary, fringe benefit and program adjustments, but religious faculty made a much stronger plea than other staff for better communication regarding campus issues and greater faculty involvement in policy-making.

The findings sketched above indicate that the status of religious faculty in at least one state (Minnesota) has deteriorated since 1956, the time of the earlier survey. Fewer college faculty members now belong to religious orders and most of these are older people, moving inexorably toward retirement. Many had lingered long in teaching posts in the lower schools or in other educational assignments. Since approximately half as many, as compared to the lay faculty, have earned doctorates, they chiefly hold junior-level college positions. With their time largely mortgaged by teaching and other student-related services, they find little time for scholarly activities or off-campus projects. Despite these problems, they show a strong loyalty to their profession and make many constructive suggestions for improving faculty members' status and services.

If Roman Catholic or other church colleges are to offer truly distinctive programs, they must have a substantial core of highly qualified and dedicated staff drawn from their supporting religious groups. It would seem particularly important, in recruiting students to religious orders, to have effective role models among the younger staff. Much clearly remains to be done to achieve these objectives.

School Teachers Who Join College Staffs

Since more than a third (37 percent) of the faculty members in all four-year Minnesota colleges have been recruited from elementary or high schools, it seems appropriate to look at the particular backgrounds and perspectives which they bring to college teaching. In a 20 percent random stratified sample of all full-time faculty members in the 23 institutions offering baccalaureate and advanced degrees, there were 343 former schoolteachers. Two-thirds (62 percent) of state college staff members had been former schoolteachers, while a third (39 percent) of private liberal arts college and a fifth (25 percent) of University staff had had this type of experience.

How, then, does this group differ from other faculty in four-year colleges with respect to personal background, choice and preparation for a career, present position, and satisfaction with their career decision?

Personal Information

1. The former teachers included a significantly higher percentage of women than did other college faculty (31 vs 19 percent).
2. As many of the former teachers as of their colleagues were married and they had about the same number of children.
3. The teachers were typically four years older than their colleagues (44 vs 40).
4. More of the former schoolteachers had been born in Minnesota (42

vs 26 percent) and came from slightly lower socio-economic backgrounds than other faculty.

5. Teachers' fathers were more often farmers or skilled laborers (35 vs 25 percent) and less often professional persons (5 vs 15 percent), although there was no difference in general parental educational attainment.
6. The major shift since 1956, when similar information was gathered, was the decline in the percentage of former schoolteachers on college faculties (47 to 37 percent).

Choice of a Career

1. As might be expected, half as many schoolteachers had considered college careers during their undergraduate years (21 vs 40 percent). On earning their baccalaureate degree, three-fourths of those who became schoolteachers intended such a career, as contrasted with a tenth of other faculty. By the time they had earned their highest degree, however, two-thirds of both groups looked forward to a college career.
2. Influencing schoolteachers to join college ranks were college administrators or counselors and the offer of an unsolicited college job. These were greater considerations than for the other faculty (31 vs 13 and 45 vs 29 percents, respectively).
3. Compared with other faculty, teachers expressed more interest in working with college-age students (48 vs 27 percent) and felt they could contribute more through a teaching mission (40 vs 30 percent). They gave less weight than others to interest in specific subject matter (25 vs 37 percent) and to pursuing research activities (15 vs 39 percent).
4. Similar to the 1956 findings were the relatively late choice of a college career by former schoolteachers, strong interest in the teaching aspect of a college job, and the major part which an unsought job played.

Preparation for a Career

1. Higher percentages of former schoolteachers took their baccalaureate or graduate work at state colleges (25 vs 6 and 12 vs 2 percents, respectively). Other faculty were more likely to have attended public or private universities.
2. Those with school teaching experience typically earned their degrees in education and, although more had taken some work beyond the master (30 vs 15 percent), a smaller portion had received the doctorate (39 vs 54 percent).

3. Patterns of undergraduate financial support for the two groups were not different, although graduate support for teachers came more from their own savings (56 vs 31 percent) and less from parents (15 vs 9 percent). Teachers also received proportionately fewer scholarships or fellowships, and assistantships (31 vs 44 percent and 32 vs 50 percents, respectively) than did other faculty.
4. Changes since 1956 included a smaller proportion of schoolteachers graduating from liberal arts colleges, a sufficient increase in the numbers of teachers receiving undergraduate honors to equal that of other faculty, and a doubling of the proportion of faculty in both groups who received graduate scholarships and fellowships.

Present Position

1. More than a third (36 percent) of those former schoolteachers had come to their present institution directly from service in the lower schools: the remaining 64 percent had collegiate teaching experience, primarily in state and liberal arts colleges.
2. Former schoolteachers spent as much time in teaching and off-campus services as other faculty, but they devoted less time to research – 50 percent of the teachers reported no research or writing activities as compared with 28 percent of other faculty. Slightly more time was spent in committees, counseling, and other services to student groups.
3. Although the production of books, chapters in books, and unpublished papers did not differentiate the two groups, a smaller proportion of teachers had published a journal article in the past five years (49 vs 68 percent). Teachers had, however, been more active in developing study guides (42 vs 14 percent). Outside research grants were reported by 25 percent of former schoolteachers and 54 percent of other faculty.
4. Since 1956, the proportion of time spent by former schoolteachers on teaching has decreased, as it has with other faculty. There has been an increase in off-campus consulting, and, although the total percentage of teachers devoting time to research has not increased, those so involved spend proportionately more time on such activity.

Appraisal of an Academic Career

1. Faculty members with experience in the lower schools, as well as other faculty, reacted favorably to their jobs, with 88 percent reporting that they were either "satisfied" or "very satisfied." Teachers tended to stress the more nebulous "personal satisfactions" but appeared less enthusiastic about colleagues and associates (23 vs

32 percent), freedom and independence (7 vs 14 percent), research (5 vs 25 percent), and work and study in their own field (4 vs 17 percent).

2. Former schoolteachers joined other faculty in their dissatisfaction with salaries, committee work, red tape, and poor facilities.
3. When asked how they might reallocate their time, given the opportunity, these former schoolteachers preferred – as did other faculty – to give more time to research (43 percent) and teaching (30 percent). They differed from other faculty in wanting to give more time to counseling (16 vs 5 percent). They were also more satisfied with how they presently were spending their time than were their colleagues (31 vs 20 percent).
4. Former school teachers' appraisal of an academic career has changed little since 1956. There continues to be a high level of satisfaction, although complaints still are registered about salaries, facilities, and colleagues.

Although the backgrounds and interests of former schoolteachers are much the same as was found in 1956 – late choice of a career, long-standing interest in teaching, relative lack of scholarships and fellowships, and importance of an unsought job offer – some new trends emerge. The proportion of teachers on college faculties is diminishing and those who come with this background are somewhat older. Those schoolteachers who do move into college work increasingly come from state rather than liberal arts college backgrounds.

Among factors likely to continue the decline in the proportion of former schoolteachers on college faculties are the decreasing ability of higher institutions to compete with public school salaries, the relative decrease in demand for staff in teacher education programs, the increasing numbers of other persons with doctoral degrees, and the increasing research emphasis of higher education.

As the proportion of former schoolteachers diminishes, other ways of articulating with public school programs will hopefully be found and colleges and universities will make greater efforts to develop their own cadre of people whose major interest is in teaching.

chapter 9

EXPERIENCES AND OUTLOOKS OF FACULTY HOLDING DIFFERENT VIEWS

Advocates of Collective Bargaining

Today's mounting interest in collective bargaining among college and university faculty members is attested to by the rapid growth of local faculty associations as well as bargaining units of national organizations. This expansion is seemingly fueled by concern with women's rights, the diminishing ability of higher education to bid for scarce funds, and the increasing demands of untenured and junior faculty for a voice in their own future.

Who, indeed, do favor collective bargaining? What are the backgrounds of such persons? In what types of institutions are they found? These are among the questions probed in a study of 1298 faculty, constituting a randomly stratified sample drawn from 39 of Minnesota's private and public colleges. To identify views on this point, faculty members were asked to check one of five categories which most clearly reflected their personal conviction regarding collective bargaining, with these alternatives ranging from "highly desirable" to "highly undesirable."

Institutional Differences in Attitudes

1. Most enthusiastic about collective bargaining were junior college faculty, with 62 percent checking either "highly desirable" or "desirable" and only 13 percent expressing negative feelings.
2. The next level of endorsement was among state college faculties (44 percent) and the private liberal arts colleges (42 percent).
3. Even lower was the University of Minnesota staff where only 37 percent favored bargaining.
4. Those expressing negative feelings accounted for 27 percent of faculty in four-year institutions.

Family and Personal Backgrounds of "Advocates" and "Dissenters"

1. Those favoring collective bargaining ("highly desirable" or "desirable") more often came from homes where the father was an unskilled or semi-skilled worker (17 vs 6 percent). In contrast, the fathers of those opposed ("undesirable" or "highly undesirable") more often had professional managerial, or business backgrounds (26 vs 16 percent).
2. In all institutions, the parents of those favoring bargaining had had less education, usually not extending through the twelfth grade.

Among dissenters, the father's education often extended through the baccalaureate or an advanced degree. Mothers of the dissenters, too, had had more formal schooling.

3. The age of the college faculty member was also associated with his views on bargaining. Advocates in all institutions combined were 3.3 years younger than the dissenters, with the greatest difference in junior colleges (5.3 years).
4. More of those who favored bargaining had attended state colleges as undergraduates, particularly those who were now in junior colleges, state college, or liberal arts college faculties.
5. Those who favored bargaining were more likely than the dissenters to have been public school teachers before joining their present staffs (49 vs 35 percent).

Present Positions

1. Generally, those strongly endorsing collective bargaining were at the instructor or assistant professor level whereas those opposing were more likely to be senior ranking faculty. In four-year institutions, for example, 66 percent of instructors favored bargaining. The corresponding figures for assistant, associate, and full professors were 56, 25, and 38 percents respectively.
2. Advocates and dissenters apportioned their time similarly among teaching, research, counseling, service to student groups, committees and administrative duties, and off-campus services.
3. Those against collective bargaining had been faculty members somewhat longer. This difference in length of faculty membership ranged from 2.7 years for junior college faculty to 7.8 years at the University.
4. The opponents of bargaining were found in greater proportion in the physical or biological sciences than in other fields.

Appraisals of an Academic Career

1. Those for and those against bargaining found much the same satisfactions in academic service, namely involvement with students and colleagues and the intellectual stimulation of their work.
2. Among dissatisfactions, attitude toward salary was the only notable difference between the two groups. Those highly favorable to bargaining complained about salaries three times as often as those highly unfavorable (28 vs 10 percent).
3. When asked about their attitude toward an academic career, twice as many advocates as opponents checked "very dissatisfied," "dissatisfied," and "ambivalent" (20 vs 10 percent).

Attitudes favorable to collective bargaining appear to be products of both a sense of powerlessness and economic adversity. Inadequate salaries, however, were cited by only a fourth of those highly favorable. This seems to suggest that participation in governance may be the more important issue.

It is a moot point as to whether collective bargaining is likely to produce economic benefits as well as wider participation in governance. The adversary position necessitated by collective action may actually prove inimical to the development of college and University senates and the concept of "shared authority." Clearly there is need for probing studies of these matters.

Research-Oriented Faculty Members

Behold the academic publisher! Who is this person of whom colleges and universities are so mindful? Is he the denizen of a particular type of institution and discipline? Is he the product of a particular environment or is research and writing a long-term interest? What is his personal background and does he seek different satisfactions from those of his colleagues?

Each participant in the study was asked to indicate the number of books or monographs, chapters in books, and journal articles which he had authored in the past five years. In computing an appropriate index, each book was given a weight of two and each chapter or article was counted as one: a "publisher" was defined as one with a total of four or more points. Faculty members who met this criterion accounted for 28 percent of the total sample of four-year college faculties. At the University 44 percent met the criterion whereas in the private liberal arts and state colleges 10 and 7 percents so qualified. These publishers are compared with all other responding faculty in Minnesota's private and public four-year institutions, with differences which reach at least the .05 level of significance reported in the following discussion.

Personal and Family Backgrounds of Academic Publishers

1. Publishers more often were or had been married (87 percent) and had children (84 vs 64 percent).
2. Predominantly they were males (93 vs 71 percent) and significantly older (43.7 vs 40.7 years).
3. Fewer of them had been born in Minnesota (20 vs 36 percent) but more in the Northeast (16 vs 8 percent).
4. Family backgrounds were remarkably similar, whether judged by number of years of schooling of the mother or father, or the mother's occupation. More of the publishers' fathers, however, had been college professors (7 vs 3 percent).

Choice of and Preparation for a College Career

1. At the receipt of their B.A., publishers were more interested in pursuing the physical and biological sciences in business or industry,

rather than higher education (24 vs 11 percent), and were less often attracted to public school teaching.

2. The publishers' primary financial support, as that of others at the undergraduate level, came from parents, G.I. benefits, and off-campus jobs. At the graduate level many received financial support from scholarships and fellowships (50 vs 35 percent) or assistantships (52 vs 40 percent).
3. The publishers attended private universities (18 vs 9 percent) and foreign institutions (10 vs 3 percent) in somewhat greater proportions, and fewer had gone to state colleges (7 vs 15 percent) or private liberal arts colleges (15 vs 31 percent).
4. Publishers were also more likely to have received undergraduate honors (57 vs 43 percent).
5. At the doctoral level, publishers tended to major in the physical/biological sciences (34 vs 10 percent) or the social sciences (14 vs 8 percent).
6. Many more of the research-oriented faculty held the doctorate (81 vs 36 percent), with these degrees granted more often by a university in the Northeast or Middle States (21 vs 11 percent).
7. As with other college faculty, 80 percent of the publishers had had some college teaching experience prior to full-time employment in their present college.
8. To a greater extent than the sample at large, publishers said they had been influenced in their choice of a career by an offer of a graduate fellowship or assistantship (36 vs 25 percent) and by a desire to pursue research activities (54 vs 21 percent). Less often they had taken an unsought college teaching job (24 vs 37 percent).
9. Publishers were more likely to have served during their earlier years in public and private universities than in private liberal arts or state colleges.
10. Research-oriented faculty had also served more than three years longer on college and university faculties (11.1 vs 7.7 years) than faculty members in general.

Present Position

1. Publishers tended to be professors (39 vs 15 percent) or associate professors (30 vs 14 percent) and had been at their present institution three years longer than other faculty (8 vs 5 years). They had, in greater proportion, chosen these institutions because of the freedom and independence they offered (32 vs 10 percent).
2. The time which they allotted to various professional functions differed from that of faculty at large. The proportion of their time

spent on research (28 vs 7 percent) was quadruple that of others. This extra difference (21 percent) came almost exclusively from teaching (46 vs 70 percent).

3. There was no significant difference between publishers and other faculty in time spent on counseling, committee and administrative work, and off-campus service.
4. Almost five times the proportion of publishers as non-publishers had received outside support for research: governmental agencies (50 vs 11 percent), private foundations (22 vs 8), business or industry (11 vs 1), and other sources (10 vs 3 percent).
5. In the past year the publishers had consulted more with the federal government or its agencies (24 vs 6 percent), local or state governments (22 vs 11 percent) and business or industry (21 vs 9 percent) than had their colleagues. But there were no significant differences in consultant services to elementary or secondary schools, colleges, or private social agencies.

Appraisal of an Academic Career

1. Publisher's chief satisfactions from an academic career tended to come less from colleagues and associates (15 vs 35 percent) than was the case with faculty at large. They found greater satisfaction in the opportunity for research (29 vs 17 percent). Dissatisfactions of the two groups were similar.
2. When asked how they might reapportion their professional time if given the opportunity, publishers preferred more time for research and writing (60 vs 49 percent). Many more of the publishers than other faculty said they would not change time allocations (36 vs 17 percent).
3. In attitudes toward an academic career, publishers did not differ — 85 percent indicated "satisfied" or "very satisfied" and, like their colleagues, 89 percent said they would again choose a college career, should they have an opportunity to re-make their vocational choice.
4. Research-oriented faculty did not differ from their colleagues in attitudes toward collective bargaining.
5. When queried about ways in which new faculty could be attracted or qualified faculty retained, publishers offered more suggestions regarding research assistance (15 vs 8 percent) and more adequate facilities (21 vs 8 percent).

Academic publishers tended to be senior faculty and in rather larger proportion in the physical/biological or social sciences. As compared with others, more were educated in Northeastern private universities or foreign institutions and received a greater proportion of scholarships, fellowships, and assistant-

ships during graduate study. They were frequently attracted to a career in higher education because of research opportunities and they came to their present institution – usually the University of Minnesota – because it provided more opportunities to pursue this interest. Satisfactions, dissatisfactions, and general attitudes toward an academic career were quite similar to those of their colleagues, although publishers drew less satisfaction from colleagues and associates and more from engaging in research. Apparently publishers are not a different breed, but they are an academic subspecies who have had a long-term interest in research and have sought institutional affiliations where time, funds, and facilities are available to pursue this bent.